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A practicum was developed to improve process writing skills of seventh grade at-risk students by increasing interest through the use of the microcomputer, word processing software, and telecommunications technology. Sixteen students wrote a series of eight "basic" hand-written essays as part of the regular language arts class. Students then completed assignments utilizing the microcomputer, word processing software, and printer. They then transmitted the final draft--using phone line, modem, and special software--to a local bulletin board service (BBS) for distribution through a national "preteen" conference network. Students contacted the BBS daily to check for responses. Each student, classroom teacher, and writer participated in weekly "brainstorming" sessions to input new writing ideas, make suggestions, share and respond to writings of other students, and report on messages downloaded from the BBS. Results showed an increase in process writing skills as measured by pre- and post-handwritten and computer written essays utilizing a holistic scoring criteria. Additional analysis of pre- and post-attitudinal surveys; observations by the classroom teacher, group counselor, and author; and evaluation of a daily journal revealed a substantial increase in the number of students with a positive attitude toward writing. (Twenty-eight references are attached. Appendixes include statistical and graphic analysis of process writing skills and attitudes towards writing, student contract, holistic criteria, lesson plan outline, time line, assignment tracking sheet, and computer software evaluation.) (SR)

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IMPROVING PROCESS WRITING SKILLS OF SEVENTH GRADE AT-RISK STUDENTS BY INCREASING INTEREST THROUGH THE USE OF THE MICROCOMPUTER, WORD PROCESSING SOFTWARE, AND TELECOMMUNICATIONS TECHNOLOGY

by

Stephen J. Zoni

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A Practicum Report

Submitted to the Faculty of the Center for Advancement
of Education of Nova University in partial fulfillment
of the requirements for the degree of
Educational Specialist

The abstract of this report may be placed in a
National Database System for reference.

August 1992

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Abstract

Improving Process Writing Skills of Seventh Grade At-Risk Students by Increasing Interest through the use of the Microcomputer, Word Processing Software, and Telecommunications Technology
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Descriptors: Writing/ At-Risk Students/ Word Processing/ Microcomputers/ Telecommunications/ Information/ Written Communications/ Electronic Bulletin Board/

A practicum was developed to improve process writing skills of seventh grade at-risk students by increasing interest through the use of the microcomputer, word processing software, and telecommunications technology. Students were asked to write a series of eight "basic" hand written essays as part of the regular language-arts class. The target students completed each assignments utilizing the microcomputer, word processing software, and printer. Upon completion of the assignments, students transmitted the final draft using advanced telecommunication (phone line, modem, special software) to a local bulletin board service (BBS) for distribution through a national "pre-teen" conference network. Students contacted the BBS on a daily basis to check for responses to transmissions. Each student, classroom teacher, and writer participated in weekly "brainstorming" sessions to input new writing ideas, make suggestions, share and respond to writings of other students, and report on messages downloaded from the BBS.

The results indicated an increase in the level of process writing skills as measured by comparing pre-and post-hand written and computer written essays utilizing an holistic scoring criteria. Additional analysis of pre-and post-attitudinal surveys, observations by the classroom teacher, group counselor, and writer, and evaluation of a daily journal, revealed a substantial increase in the number of target students who reflected a positive attitude towards writing.

Appendices include statistic and graphic analysis of process writing skills and attitudes towards writing, student contract, holistic criteria, lesson plan, course outline, time line, assignment tracking sheet, and computer software evaluations.

Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my work, presented here, will earn similar respect.

Stephen J. Eom
student's signature

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August 26, 1992
date

Table of Contents

Page

Page Title Page i

Abstract ii

Authorship Statement/Document Release iii

Observer's Verification iv

Table of Contents v

Chapters

I. Purpose 1

II. Research and Solution Strategy 14

III. Method 29

IV. Results 44

V. Recommendation 49

Reference List 52

Appendices

Appendix A: Target School First Semester Suspension Comparisons 55

Appendix B: Pre/Post Attitudinal Survey Questions for Students in Target Group 57

Appendix C: Survey Questions for Non-Language Arts Instructional Staff 63

Appendix D: Results of Student Survey Question Number Five 67

Appendix E: Evaluation of Writing Skills Students/Teachers 70

Appendix F: ILAP Student Conduct Contract 73

Appendix G: ILAP Student Conduct Grading System and Chart 75

Appendix H: Writing Techniques and Holistic Scoring Criteria 78

Appendix I: Computer Skills Lesson Plan Outline ... 80

Appendix J: Time Line 84

Appendix K: Practicum Software Evaluation Forms ... 88

Appendix L: ILAP Computer Writing Program Holistic Scoring Composite Analysis 95

Appendix M: ILAP Assignment Tracking Sheet 104

Appendix N: Critical Thinking and Self-Reflection Checklist 106

Appendix O: ILAP Computer Writing Assignment List 109

Attachments

Attachment A: ILAP Students Use Computers (News Release) 112

Attachment B: ILAP Open House (News Release) 113

Attachment C: ILAP Computer Writing Award 114

Attachment D: Teacher Question's for Assignment Six 115

Attachment D: Critical Thinking and Technology Checklist 117

CHAPTER I

Purpose

School and Community Setting

The practicum intern project took place at a small inner-city public school located in the central part of the county. The school first opened as an all Black school (grades 1-12) in 1925 and was later converted to an all black junior high school (grades seventh, eighth and ninth) in 1965. As a result of a 1972 court ruling ordering desegregation, the school was converted into a seventh grade center conforming to reflect the mandatory racial balance. To complete the requirements the county school board implemented a plan to bus approximately 80 percent of the school population from three communities in the eastern part of the county. The remaining 20 percent of the student population came from the poor Black and Hispanic neighborhoods surrounding the school.

The communities from which the bused population came were well established, predominantly white middle and upper class families. The parents of these children were from the business community, professionals, or associated with the military. Many of these parents had attended college and expressed a concern for their children's education. This interest was reflected in the large number of parents who participated in the "open house" and conference programs during the first semester of the 1991-92 school year.

The neighborhood children (non-bused population) were remarkably different from those of the suburbian outlying communities. These children came from one of the oldest Black and Hispanic areas of the city. Many of them lived in public housing projects which surrounded the school grounds. A large number of these families received public assistance such as welfare and food stamps. In addition, many of these inner-city students received free breakfast and lunch at school.

Based on the target schools' Full-time Teaching Equivalency (FTE) survey, (the system of distribution and verification of educational funding for the state), taken during the first quarter of the 1991-92 school year, the total school population was 709 students. There were 383 boys (54 percent) and 326 girls (46 percent). The ethnic breakdown was 72 percent white, 18 percent Black and 10 percent Hispanic and other minorities. A total of 164 students or 23 percent of the student population qualified for "free or reduced" lunch thus making this school one of the most affluent in the county. Because of this statistic, the school did not qualify for certain federal government Chapter-I funding.

Academic Environment

The school had three administrators, 38 instructional personnel and 13 non-instructional personnel. The pupil-teacher ratio was 19 students to every teacher. The school had an average class size was 24 students. The average regular class size was 26 students as compared to the average special education class size of 9 students.

Academically, this school was among the highest ranked in the county. According to the 1990-91 Comprehensive Test of Basic Skills (CTBS) test results, 127 students scored 97 percent or higher in at least one area (reading, language or math). In addition, this school had a strong gifted program with a total enrollment of 98 students: English, 77; Math, 72; Social Studies, 80; and Science 87.

The students in the school were generally described by the faculty and staff as well behaved, orderly, and obedient. There was a strict county school board policy regarding tardiness to class, school conduct, and dress code. The policy was enforced by the faculty and administration. Problems were referred to the appropriate Assistant Principal for Student Affairs. Unsatisfactory behavior was managed using a series of interventions including suspension from school. There was a noticeable increase in the number of suspensions through the first semester of the 1991-92 school year as compared to the same period of the previous two school years (Appendix A:55).

Physical Plant

The school was comprised of two self contained two-story buildings with internal hallways. The two main buildings were connected by an exposed breezeway. The cafeteria was located in the main building. The media center, located on the second floor of the main building, was well-organized and equipped with a wide variety of reading and research materials including a computerized compact disk read only memory system (CD-ROM). The school had a well-equipped computer lab with 16 IBM personal PS/2 computers and four Proprinter II printers. The computer awareness teacher and the math teachers shared the computer laboratory.

Role of the Author

The author's role in the school setting was that of full-time computer awareness teacher. The author taught five homogeneous-grouped classes which averaged 30 students. Even though the computer awareness program was scheduled to run in cycle with the Physical Education wheel (a rotation schedule every nine weeks), because of classroom size limitations, limited number of computer stations and scheduling problems, the author saw only 83 percent of the student population during the school year. In addition to daily preparation and classroom teaching time, the author had an assigned homeroom of 24 students who met daily for 10 minutes. The author also had a "quality-time" group of students who met for 30 minutes each Tuesday and Thursday to discuss topics such as how to cope with personal problems, self esteem, and daily behavior. The author maintained daily contact with the students in the targeted group throughout the practicum internship period thus ensuring a positive effect on the changes to be introduced.

The Problem

Good writing skills are critical in today's world of fast moving information. Successful people have strong communication skills. Interestingly enough, in this age of the cellular telephone and the fax machine, both designed to improve our communications, it is still necessary to clearly communicate our thoughts in writing. The ability to communicate in written form is a basic skill reported by the United States Departement of Labor, "to hold a decent job and earn a decent living (De Witt 1991). It has become a sign of the times for employers to routinely advertise even entry level positions as requiring good written communications skills.

Many experts feel that the trend towards poor writing skills began over a generation ago. Tibbetts and Tibbetts (1975:31) refer to what they call the "Bad Period," a time during the late 1960's and early 1970's when schools "abandoned the traditional English curriculum in favor of electives."

Many feel that the decline in writing skills can be stopped. The back-to basics movement which began in the mid-1970's has already forced schools to place more emphasis on the three R's (reading, writing and arithmetic). It has been observed, however, that one problem with the back-to basic movement has been that skills in writing are much harder to evaluate than reading or mathematical skills.

Brandt, as cited by Goldstein (1985) attributes the decline in writing skills to the trend toward machine-scored testing, workbooks with fill-in the blanks and standardize test that require the student to put only an "X" in the box. Peckham (1987:30) reported that prior to 1987 the California Assessment Program (known as CAP) used strictly multiple-choice testing. Students responded to syntactic, and mechanical errors within a sample essays with four possible revisions. "It's cheap to test objectively, and it cost big bucks to access student's writing by looking at what they write."

Monroe (1987:24) discussed educational testing in general as "thermometers which measure the health of educational institutions." Monroe compared the current state of education to a medical patient with an ailment. He described how political groups utilize test results to both "diagnose symptoms and cure ailments the body (schools) might rectify on its own if given the chance." Monroe suggested that schools should be given the opportunity to cure themselves before "political bodies rush in, scalpels in hand, and begin slicing away anything they think is malignant."

In an effort to determine student interest and self evaluation in writing, the author developed and administered a survey to both students from a cross-section of the target school as well as students in the target group called, Utilizing Written Communication Skills (Appendix B:57). At the same time, a second survey entitled Using Writing in Teaching Content Area (Appendix C:63) was designed and administered to all non-Language Arts teachers to determine both student writing skill level (as seen by teachers), and interest/attitude on the part of the non-Language Arts teacher towards utilizing writing skills as part of the their curriculum (Appendix C:63).

In comparison, the results of the two surveys indicated (Appendix D:67), that although many students felt they had strong writing skills, teachers in general felt students were not particularly good writers. The author asked students to rate their writing ability and discovered many had a distorted picture of their skills. Twenty percent believed their writing was very good, 47 percent indicated good, and 27 percent said fair. Less then six percent of the students surveyed checked "poor".

Conclusion

In conclusion, the fundamental problem of poor written communications skills as identified by the researcher was two dimensional: first, the lack of good writing skills among students in the target group, and second, the lack of genuine interest on the part of students to do written assignments. What was most encouraging, as determined by the student survey, was that fifty percent of the students expressed an interest in improving their writing skills, particularly those in the target group (Appendix E:70). Because strong written communications skills will be required and utilized on a daily basis after students leave the educational system, it is essential to the long-range success and self-esteem of the students in the target group to improve and maintain good written communication skills.

The Target Group

The target group was composed of 16 seventh grade students between the ages of 12 and 14 years old who had been identified by the Intensive Learning Alternatives Program (ILAP) teacher and counselor as at-risk students. Students in the ILAP program had ability and intelligence, but because they had become disinterested or unmotivated in school, they were working below grade level.

The ILAP program is the result of a combined effort between the county school board and the state Health and Rehabilitative Services (HRS), designed to emphasize "back to the basics" educational practices, and improve self-esteem. The school board provides a classroom teacher for instruction in language arts, math and geography. The state (HRS) provides the ILAP counselor (a person trained in working with children with special problems) to teach peer counseling. In addition students are mainstreamed for science, physical education and computer awareness.

The goals of the ILAP program were: 1) reduce truancy; 2) improve academics; 3) reduce delinquencies; 4) improve self-image; and 5) reduce school suspensions. Before students were accepted into the program, both students and parents had to agree that they would cooperate to achieve the goals of the program. A contract was signed stating the class rules, rewards and consequences (Appendix F:73). ILAP students were scored daily by the classroom teacher and group counselor in the areas of classroom participation and conduct (Appendix G:75). Elective classes were monitored daily, and the results were returned to the ILAP counselor for tabulation. A scoring system was based on a scale of zero to 750 points. Students received rewards for their efforts including free time, group outings and enrichment activities (Appendix G:75).

As determined by sample writing assignments, the students in the target group demonstrated process writing skills which averaged 2.1 on a scale of six based on holistic scoring criteria (Appendix H:78). As concluded by the author through personal interviews with experts in the field of teaching writing (Wilson, 1991 and Vantrease, 1992), the students in the target group should have demonstrated an average writing skill of three on the holistic scale.

In addition, as the result of observations by the ILAP classroom teacher, teacher survey, and student survey, 50 percent of the students in the target grop expressed a poor attitude towards completing writing assignments. As determined through personal interviews with the ILAP classroom teacher (Crittenden, 1991), and ILAP counselor (Faulkner, 1991), 51 percent of the students should have expressed a positive (fair - excellent) attitude towards writing.

Outcome Objectives

1. Over a period of 12 weeks, the target group would demonstrate a 25 percent improvement in process writing skills as determined by comparing holistic scores of pre- and post- hand written and computer written essays.

2. Sixty percent of the target students would complete

100 percent of the basic (eight) assignments, and 40 percent of the target students would complete 70 percent of the basic (eight) assignments.

3. Within the practicum internship period there would be an increase in the attitude of the students in the target group towards completing writing assignments. This increase would reflect a majority (51 percent) of the students expressing a positive (fair to excellent) attitude towards writing. Results would be determined by comparing pre- and post-attitudinal surveys completed by the students in the target group, observations by classroom teacher and group counselor, and writer's analysis of activity recorded in the daily journal.

CHAPTER II

Research and Solution Strategy

Review of the Literature

In researching the problems of poor written communication skills and poor attitudes towards writing, the author discovered a strong movement in education to begin using technology in the form of the microcomputer and word processing software to reverse these trends. Unfortunately, because of cost restraints and negative attitudes toward change, education has been slow to act.

Withey (1983:24) addressesed the latter by discussing the advent of the microcomputer as a writing instrument. Withey contended that English teachers need to develop an organized plan in an effort to utilize computers to teach "real writing." "Real writing means focusing on process rather than product and making use of both the new writing models and the new technology."

As further stated by Strickland (1986:51) "learning with computers is a more educationally significant application than learning about microcomputers for computer literacy." Unfortunately, to date, most English teachers have used the microcomputer primarily for repetitive drill and practice.

Having the flexibility to choose the software in a language-arts curriculum is critical to the success of any program. Using the computer as a tool to teach writing is a natural transition from pen and ink. Madian (1986:22) stated that the program to improve reading and writing skills is already being used in most schools today, the word processor. Madian describes the word processor as the "organizing axle" around which successful curriculums can be developed. In his discussion Madian points out that the word processor, as an instructional tool, provides a much needed nonjudgemental audience for creative writing.

A report published by the United States Department of Labor (De Witt 1991) entitled, "What Work Requires of Schools: A SCANS Report for America 2000," states that writing skills along with reading and mathematics are the three most essential skills required "to hold a decent job and earn a decent living." The report was the result of a one year study by a 31-member commission who based their findings on interviews with employers, managers and workers, who described in detail the skills needed to perform their jobs.

Bialo and Sivin (1989) discussed different directions educators have looked at to find computer tools to work with students. Today, the mainstream is moving away from basic drill and tutorial programs in favor of more challenging and creative uses of the technology. Bialo and Siavin reported that many educators who worked with at-risk students have found great success combining stock software packages with real life experiences to create excitement and generate enthusiasm in the classroom. Such activities utilize data base and word processing software to help students gather and compare data in an effort to help develop critical thinking and organizational skills.

An extensive study by Owston et al. (1990:48), at the Center for the Study of Computers in Education at York University, North York (Ontario) Canada, was conducted in an effort to "search for ways to foster the development of students' writing abilities" using the computer as a "writing tool." The focus of the study was to determine if the use of a word processor could improve writing skills by enabling the students to concentrate more on writing style and less on the drudgery of the task. One hundred and eleven grade eight students participated in the year and a half long study. Students were asked to write a series of exercises (two stories each) one story on the computer and another story off the computer. For scoring purposes, all handwritten assignments were transcribed using the word processor, coded, and all identification markings were removed. A team of four teachers were trained using a six point holistic/analytic instrument to assess four writing characteristics: overall competence, focus/organization, support of ideas, and mechanics.

In summary, the researchers concluded that the computer writings were overall significantly better in quality then the handwritten assignments. In addition the students produced longer writings using the computer, and reported "very positive attitudes towards computer-based writing and editing."

As teachers and students became better informed, more sophisticated computer technology has been introduced into the classroom. The use of telecommunications, in particular the electronic bulletin board services (BBS), have found a legitimate place in education to enhance both computer awareness skills, and communications skills across all curriculums. In a project reported by Ross et al. (1989), a BBS was utilized to transmit assignments and messages via the phone lines to a "personal tutor." Users could leave messages by entering a recipient's name and directly type the message to the BBS. Another method was for users to type a message using the word processor, then upload the file in its entirety. Although this method offered the user greater flexibility to edit text before sending, it posed some problems with file transfer and was consequently not used to the fullest extent.

Podany (1989:1) reports on "the integration of computers in elementary and middle school instruction." One of the areas of focus was "long-distance telecommunications for grades 3 and up" as demonstrated by Denny. In a project entitled Dialog Journal With an Electronic Twist, "Denny's third grade class has the whole world at their fingertips" by participating in long-distance cooperative learning with their sister school in Australia. "Part of Denny's philosophy is that students need to be engaged in meaningful activities in order to be excited about learning."

Denny demonstrated that "complex topics like telecommunications, electronic mail, and spontaneous dialog" can be discussed in ways that students easily understand. Students quickly become enthusiastic when they realize they have the ability to send messages over great distances using the computer and phone lines. Denny shows how students begin to appreciate the power of the written word in the communication process.

> It is through their written words that people see them and not by their physical trappings....thereby people are judged according to their ability to communicate ideas and not by how they look.

Denny began the activity by utilizing the computer as a word processor and projection panel to type a letter dictated by the class to the students in Australia. As the teacher typed, the students read what was displayed on the overhead screen. Student were encouraged to contribute to the message and point out revisions that they would like to make. Through this activity, students were encouraged to read, think, and communicate continuous thoughts in complete sentences. In this manner, "the computer becomes a tool facilitating the reading and writing process." Writing was no longer boring, it became an activity to communicate ideas both across the classroom and across the world.

Denny combined a unique blend of modern technologies to help motivate students to learn. Denny utilized telecommunications (phone lines, modems, special software), computers, and audio visual techniques (projection panel and videotapes) to teach students communication skills. In doing so, important objectives were achieved:

1. Clarity--facilitate students in expressing their thoughts clearly.

2. Reading/writing/spelling/vocabulary - provided students with meaningful reading and writing experiences.
3. Geography-learning about people through their written communication.

In a practicum report, Norris (1990:14) described a 10 week project designed to improve the writing skills of fifth and sixth grade students. "Through the implementation of telecommunication and process writing activities," Norris utilized Apple IIE computers, Apple ImageWriter II printers, Magic Slate II word processing software, a Supra Modem, Pro Term communication software, and videotaped broadcast of CNN Newsroom to encourage students to write weekly "reports, editorials and their reactions to the news broadcasts." Norris put charts up around the room "to remind the students of the six process writing steps: previewing, writing, sharing/responding, revising, editing, and evaluating."

After completing the assignments, students would upload the reports to sixth grade students in a "junior high school 25 miles away." In addition, students used the modem and computer to "chat" with their counterparts and download responses to their assignments from students in the sister school. Throughout the project, Norris used the computer and modem to download the Newsroom Teacher's Guide, lesson plans produced and distributed by CNN for each broadcast.

Norris monitored the project every three weeks to evaluate "the student's writing and the complete project...to determine if there were any problems or any changes needed." Only minor changes were required involving the "dissemination of the daily CNN lesson plans." Students in the target group maintained folders which included their original writings, replies from other students via the modem, and "pre-writing" samples. Students' folders were checked "biweekly to evaluate progress." The students' messages and replies from the sister school were also shared during group sessions with the classroom teacher.

At the end of the project, Norris evaluated the pre-and post-test paragraphs using a six point holistic scoring criteria. The process included:

1. Clear introduction
2. Information presented clearly
3. Information well organized
4. Details and/or description used
5. Facts presented accurately
6. Concluding statement

The post-test showed a dramatic increase of three on the holistic scale in two of the target groups and two in the third group. The writer pointed out that the third group inadvertently missed a substantial amount of lab time due to school activities, which may have accounted for the deviation in achievement.

Additional Research

The writer conducted extensive interviews, observations, and visitation to other facilities during the planning stage of this practicum. These activities included a wide variety of experts in the fields of writing, exceptional child education, school administration, computer technology, computer education, media specialist, and bulletin board services (BBS).

In a series of interviews with the principal of the target school (Harvey, 1991), a county supervisor for the Department of Exceptional Children (Torgersen, 1991), and the president of a local school board (Young, 1991), the writer became aware of a genuine common concern for both at-risk students and the noticeable decline of communication skills among many other students. There was also a concern for the development and implementation of a short and long-range plan for the use of computers in education. It was mentioned by the president of the board of education that a temporary freeze was in effect on the purchase of any new hardware and software until such a plan had been adopted.

During an interview with a local computer retailer, an expert in the field of computer technology (Rhodes, 1991), a suggestion was made to expand the computer writing/telecommunication program to include a "desk-top publishing" segment in the form of a simple newsletter. This suggestion had great merit in that it would further students' interest and produce a publication, at minimal cost, to promote and advertise the project.

In separate interviews with a media specialist (Longo, 1991), and an expert in the field of computer education (Haines, 1991), the writer was introduced to the use of the overhead projection panel. This device is used with an overhead projector and microcomputer to present instruction from the computer screen for viewing by the entire class. The projection panel has quickly become an integral part in computer education.

In interviews and visitations with three BBS "sysops" (system operators - individuals who operate local bulletin board systems); (Wilson, 1991), (Curtis, 1991), and (Estep, 1991), the writer discussed the possibility of transmitting students' assignments and messages via the modem. The writer was pleased to learn that each BBS offered a service called "conferencing." In short, a conference is a line of communications by which users with similar interest can leave messages to be transmitted virtually world wide. It was suggested that the target students could participate in a channel called "pre-teen" echo. This activity is geared for young people between the ages of 11 and 14 years of age.

Conclusion

In conclusion, in every case the writer researched, interviewed, or visited where a microcomputer and word processing software was implemented to improve students' writing skills, the results overwhelmingly favored these techniques to both improve written communication skills and attitudes towards writing. In addition to the use of the microcomputer as a writing tool, the author identified the use of telecommunications (modem, communications software and the phone lines) as a viable significant enhancement to give learning added dimension and increased interest. The writer did not make mention of the cost factor in this section, but it was noted that during the period between 1983 and 1991, the cost to implement such a program decreased by an estimated 500 percent (Rhodes, 1991). Another significant development during the research period was the increased familiarity of students with microcomputers, word processing, and telecommunications techniques.

Solution Strategy

The solution the writer selected to solve the problem of poor written communication skills, and poor attitudes towards writing among at-risk seventh grade students, was to implement a 12 week writing program utilizing process writing techniques, microcomputers, word processing software, and telecommunications technology. The writer worked closely with the classroom teacher and counselor of the students in the target group to coordinate language-arts assignments, computer awareness lessons, and advanced computer skills.

Students met for one hour each day in the computer laboratory during the fourth period (of a six period day) to complete a series of eight writing assignments (Appendix O:109) using the six process writing steps: pre-writing, writing, sharing/responding, revising, editing and evaluating. For evaluation purposes, the assignments were completed in two stages: hand written and computer written. First, students were asked to complete each of the eight assignments using pen and paper. Second, the target students were asked to enter each assignments into the computer and make any final changes. For analysis only, the writer transcribed the pre- and post- hand written essays using the computer. For the duration of the practicum project, transcribed pre- and post- hand written essays were referred to as "transcribed," and assignments entered into the computer by target students for final revision were referred to as "typed" (Appendix L:95). Both "transcribed" and "typed" pre- and post-essays were evaluated for quantity and quality by two independent experts in the field of process writing using a six point holistic scoring system. Holistic scoring is the process of evaluating the essay as a whole. Holistic criteria encourages students to:

1. Write clear introductions
2. Present information clearly
3. Organize information well
4. Use details and/or description
5. Present facts accurately
6. Use a concluding statement

Students and teachers participate in regularly scheduled weekly critical thinking activities including: brainstorming, group letter writing activities (using a projection panel), and sharing/responding to students projects. During brainstorming sessions students made suggestions and discussed new topics for writings. Themes reflected student's personal interest, school and group activities, current event articles, editorials, responses to messages left on the BBS, and creative writing such as stories and poetry.

After students completed the pre-writing stage, the assignment were typed utilizing IBM PS/2 microcomputers and PFS: First Choice word processing software. The computer laboratory was equipped with a DTK 286Mh IBM clone computer with a VGA monitor, 40 MB hard disk, and a Laser 2400 baud internal modem. During the early stages of the project the students received both group and individual instruction on basic DOS (disk operating system) commands, word processing (including file and spell-check techniques), and printer operations. Throughout the duration of the project, students were gradually introduced to more sophisticated computer skills including: advanced word processing (format, block movement, and edit commands), and telecommunications hardware/software.

As assignments were completed, they were uploaded to the "pre-teen" conference network of a local junior high school's BBS utilizing the classroom computer, modem, QModem software, and classroom phone line. Each student was assigned his/her own personal secret identification passcode and mailbox on the BBS system. Students communicated daily with the BBS to transfer files, leave messages, browse the "pre-teen" conference for responses to messages, and engage in direct "real-time" dialogue with the sysop.

All assignments and "pre-teens" communications via the BBS were printed daily using the Propriter II printer. Each student in the target group maintained an activity file that included pre/post essays, copies of all writing assignments, and BBS communications. The writer and classroom teacher evaluated student folders biweekly to make suggestions and comments of encouragement. Each student in the target group was assigned an individual 3.5" floppy data disk to store working files. To insure against loss of data, the writer trained a student aid to back up students' data disks on the "hard disk" of the classroom computer. An inventory of all software and data disk was completed at the end of every session. The writer maintained a daily journal using the microcomputer and word processing software to ensure an accurate account of events.

At the conclusion of the practicum internship, the writer compared the pre- and post-holistic scores of both handwritten and computer written essays to see if any significant change had taken place. In addition the students in the target group were asked to complete a post attitudinal survey. Results of the survey were compared to the pre-survey to determine if any change in attitude towards writing had occurred. Lotus 1-2-3, an electronic spreadsheet program, was used for statistical analysis, producing reports, and preparing graphs and charts for the final practicum report.

Rationale and Credits

The writer adopted this solution strategy based on four criteria: 1) the writer's knowledge and expertise in the field of computer education, 2) the availability of adequate hardware and software (including phone line), 3) the rising interest in the use of computers as an educational tool by students, teachers and parents, and 4) the flexibility and support demonstrated by the faculty and administration at the target school.

The writer was greatly influenced by the work of Denny, as cited by Podany, in which computers, telecommunications, and audio visual techniques were integrated to improve students' learning skills. The writer was also impressed with the work of Norris (1990), in the use of computers, process writing, and telecommunications to improve students' written communications skills. Due to budgetary and time constraints, the writer was unable to incorporate the use of a simple news letter, Rhodes (1991).

CHAPTER III

Method

Identification of Task and Sequence

The process of setting up a successful computer writing program had three main parts: 1) selection and preparation of site, 2) introduction of the program to the target students, classroom teacher, and group counselor, and 3) implementation of the program.

Selection and Preparation of Site

The initial step in setting up the computer writing program was to examine the site and make adjustments if necessary. The practicum project was conducted in two locations: the target students' self-contained classroom and the computer laboratory. The students' classroom was well suited for the language-arts instruction portion of the project. The facility was spacious, well illuminated with both natural and overhead lighting, and seating was flexible (desks were easily moved for group activity when necessary). The computer instruction portion of the project took place in the computer laboratory. The computer laboratory was conveniently located in close proximity to the students' classroom, well lighted, and well equipped with IBM PS/2 computers, ProPrinter II printers, and an overhead projector. Due to physical limitation within the computer laboratory and concern for safety, care was taken to secure an extension cord used to provide power for several computers located in the center of the room. Special attention was given to selecting a proper location for the classroom computer taking into consideration access to the phone jack (for use with the modem), and distribution and collection of materials. It was also necessary to secure an overhead projection panel for use when writing group letters of introduction to the BBS and recording "brainstorming" sessions. The writer made arrangements with the media specialist to obtain all equipment.

Introduction of Program

The next step was to introduce the classroom teacher, group counselor, and students in the target group to the computer writing program. Due to the nature of the objective outcomes, (to improve both written communications skills and attitude towards writing), it was important for all parties involved to be well informed as to the nature and operation of the project.

The writer met first with the classroom teacher and group counselor to review the daily schedule, time line of key events, anticipated outcomes, and instructional procedures. The writer worked closely with the classroom teacher to administer assignments, present instruction, and coordinate weekly "critical thinking" activities. The counselor assisted the writer in monitoring student attitudes, provide positive reinforcement, facilitate feedback, and coordinate out-of-school activities.

The final step was to introduce the computer writing program to the students in the target group. As stated in Chapter I (Purpose) of this report, the target group consisted of 16 seventh grade students who participated in the ILAP program. This activity took place in the students' classroom in a three part format: presentation, student input "brainstorming", and demonstration of equipment. First, the writer began by talking with the students about using the computer to assist in learning. The writer explained how the computer can be used as a tool to improve writing skills by allowing the students to concentrate on the writing process, allowing for more freedom to rearrange thoughts and make corrections before printing the final product. Second, students were encouraged to discuss past experiences with computers, and present different ideas and interest for writing topics. Third, the writer demonstrated the capabilities of computer writing by recording group ideas using the computer, word processor, overhead projection panel, and overhead projector. The writer concluded by presenting the concept of using the computer as a tool to communicate with other students over long distances utilizing the telephone lines and modem.

Implementation

The final task was to implement the computer writing program. The practicum intern project was divided into three phases over a 12 week period (Table 1): 1) pre-testing (hand-written and computer written essays), introduction of students to the computer laboratory, and basic word processing skills; 2) weekly "brainstorming" sessions to evaluate new ideas and students' writing projects, utilizing the computer as a writing tool to complete a series of eight ongoing writing assignments, advanced training of student assistant to perform data backup, and daily telecommunications of projects utilizing the computer, modem, and phone line via the BBS; and 3) post-essay evaluation.

During the first phase (weeks one and two) students were asked to complete the pre hand-written essay on a topic mutually agreed upon using the ideas generated during the introduction session. To achieve an accurate and unbiased account of the target students' writing ability, the classroom teacher did not assist the students in this exercise.

The next step was for the writer to introduce the target students to microcomputers. Throughout the practicum period, students reported to the computer laboratory each day during the fourth period. For the first two weeks of the project, the writer conducted a series of lessons carefully designed to teach students the proper care and maintenance of hardware and software, basic DOS commands (disk operation system), and introductory word processing skills (Appendix I:80). Students used the initial pre hand-written essay as the first computer writing assignment. Introductory word processing skills included: learning to save and retrieve text files, basic editing and formatting of text, spell-check, and printing documents. Each student was assigned an individual 3.5" floppy data disk to store working files. To insure against loss of data, the writer trained a student assistant to make back-up copies of target students' files on the "hard disk" of the classroom computer.

During the second phase of the project (weeks three through eleven) students continued to work with the classroom teacher learning and incorporating process writing techniques (Appendix H:78). In addition, the students met with the writer and classroom teacher for weekly "brainstorming" sessions. During these meetings students were encouraged to suggest new writing ideas, share and respond to writing projects, and discuss BBS activity. The writer continued meeting daily with students in the computer laboratory to develop more advanced DOS and word processing skills. These activities were interfaced with weekly writing assignments to incorporate both file maintenance and text manipulation functions. Specific skills included: DOS commands (COPY, DISKCOPY, and FORMAT); and advanced word processing skills (insert file, boldface and underline words, cut and paste text, and justify features) (Appendix I:80). Some of the writing topics included: How to Avoid Drugs, My Hobby, and Ten Years From Now. The writer and classroom teacher maintained a check list to track completion of both hand written and computer written assignments.

During phase two (week four) the writer introduced the students to telecommunications. At this point, the writer had the students sit in a semi-circle on the floor in front of the computer and discuss the different components used in telecommunications: computer, modem, special software, and phone line. The writer passed a modem around the classroom for students to see close up. The writer discussed the two common types of modems (internal and external) and speeds (baud rate) of different modems on the market today. Students read part of a chapter from the class text book, Computing Today, (Mandell, 1991:211-214), and discussed different ways telecommunications is used, and how it influences our daily lives. The writer concluded the lesson by using the computer, QModem software, and the phone line to communicate with another computer. The demonstration showed students the capabilities of the software to store and dial phone numbers, re-dial busy phone numbers, and link up with the BBS of a local junior high school. The writer made prior arrangements with the sysop of the BBS and was able to engage in a "real-time" two way "typed" conversation.

During the remaining weeks of the practicum intern project, students communicated daily with the BBS by uploading pre-written assignments on a national "pre-teen" conference. The "pre-teen" conference connected the local BBS systems with a nationwide communication network allowing young people between the ages of 11 and 15 years of age to exchange common interest and concerns. In addition students would call the BBS to check for responses to messages, read messages left for other members of the service, and "chat" (carry on a conversations) with the sysop.

For the third and final phase of the practicum project, students completed the post hand-written and computer written essays. For analysis only, the writer transcribed both the pre- and post-handwritten essays using the computer and word processor. Both pre and post essays were evaluated using the holistic criteria (Appendix H:78). Results of the scoring were used to determine if the outcome objectives were met.

Table 1

Time Line

Stage I-Introduction - Pre-testing - Basic Skills
Week 1: . Introduce program to students and ILAP teacher
. Pre-testing (initial writing assignment)
Week 2: . Basic computer skills and begin word processing

Stage II-Handwriting Essays - Word Processing - Begin Telecommunications
Week 3: . Second writing project with classroom teacher
. Build on word processing and DOS skills
Week 4: . Complete second writing project on word processor

Table 1 (continued)

. Introduce students to BBS
Week 5: . Continue to learn and practice advanced DOS
. Complete third computer writing assignment on W/P
Week 6: . Complete fourth writing assignment - Begin fifth writing assignment
. Make mid-course corrections - Send letter home to parents with students regarding Open-House
Week 7: . Brainstorm to discuss open-house
. Begin sixth writing assignment
Week 8: . Complete sixth writing assignment - Begin seventh assignment
. Design invitations for open house
Week 9: . Complete seventh assignment, begin eighth
. Continue learning advanced word processing skills
Week 10:. Complete eighth computer written assignment
. Field trip with counselor to visit local BBS
Week 11:. Time for students to complete missing assignments
. "Brainstorm" - discuss BBS activity and open house response.

Stage III-Final evaluation post-essay - Outing -Publish and Distribute Newsletter
Week 12:. Post-essay hand written and computer written
. Publish and distribute news letter
. Outing with counselor, classroom teacher and write to have pizza party
. Publish news letter BBS, news letter, etc.
. Students complete post-attitudinal survey
. Classroom teacher and group counselor complete questioner regarding students attitude towards writing.

Resources and Personnel

To successfully achieve the anticipated outcome objectives, the writer needed the assistance of the classroom teacher and group counselor of the students in the target group. As outlined in Chapter I (Purpose) of this report, the overall goals of the ILAP program were to improve both the students' educational performance by utilizing a "back to basics" approach, and improve the self-esteem and confidence of the students.

The classroom teacher conducted daily language arts activities that incorporated the principles of process writing which reflected the set holistic criteria used for pre- and post-evaluation. In addition, the classroom teacher worked closely with the writer to plan and conduct weekly "brainstorm" sessions. During these session students made suggestions, discussed new writing topics, participated in sharing/responding activities, and reported on messages and downloaded from the BBS and "pre-teen" conference.

The group counselor was an essential part of the total ILAP program and thus played an important roll in the computer writing project. The counselor was able to report first hand on feedback from students, convey additional positive reinforcement to help students improve attitudes towards writing, and assisted the writer in coordinating an open-house and school "outing" (pizza party) at the end of the project. In addition, the counselor monitored daily classroom behavior and individual participation utilizing a scoring system to provide positive incentives (Appendix G:75).

The roll of the writer was to provide computer instruction, maintain hardware, software and necessary documentation (students' files), and render technical assistance in the computer laboratory. As part of a daily routine, the writer prepared, distributed and collected all software and student work materials. In addition, the writer made entries in a daily journal, conducted bi-weekly evaluations of students' writing, and participated in weekly "brainstorming" sessions with the target students and classroom teacher.

To carry out the practicum project, the writer needed the use of the computer laboratory which includes: 16 IBM PS/2 color computers with duel 3.5" floppy disk drives, four IBM ProPrinter II printers equipped with A-D interface boxes, one DTK 286 Mhz classroom computer (equipped with a 2400 baud modem, 40 MB hard drive, and VGA monitor), phone line, computer projection panel, an overhead projector, and a Hewlett Packard Desk Jet 500 ink jet printer. In addition the writer secured the following application software packages: First Choice version 3.0 by PFS, to teach word processing and record activities in the daily journal; QModem version 4.2F by the Forbin Project, for telecommunications; Lotus 1-2-3 release 2.3 by Lotus Development Corporation, for tabulating scores, statistical analysis, and producing graphs and charts; Q & A version 2.0 by Symantec Corporation, for data base record keeping, generating form letters, and compiling survey information; The New Print Shop by Broderbaud, for producing signs, posters, and banners; The New Print Shop Companion by Broderbaud, for producing lesson materials, handouts, and announcements; and Award Maker by Baudville, for producing certificates of achievement. Additional materials and supplies to complete the practicum project are listed in Table 2.

Table 2

Materials and Supplies

Quantity	**Description**	**Purpose**
16	File folders	Student records
1	File box	Hold student folders
16	Blank 3.5" DS/DD floppy disks	Store students' word processing files
1	3.5" floppy disk storage case	Store students floppy diskettes
16	Text books Computing Today	Read chapter BBS, telecommunications
1	Box of (8.5" x 11") 20 bond continuous feed computer paper	Make copies of all assignments, BBS messages, daily journal, etc.
4	ProPrinter II printer ribbons	Replace if needed
4	Reams of 20 lb copy paper	Print survey, news-letter, etc

Data Collection

During the first week of the practicum project the writer and classroom teacher administered a hand-written pre-essay to the students in the target group. For analysis only, the writer transcribed the hand-written essays using the word processor. All names and identification markings were removed and replaced with a corresponding random identification number. No marks were made on the original hand-written copy to indicate student name or grade. Students then re-typed the hand-written essay using the computer and word processor. A final copy of the essay was printed and numbered accordingly for identification. Both the hand-written and computer written pre-essays were scored separately by two experts in the field of process writer using the holistic scoring system (Appendix H:78). At the conclusion the practicum project, students were asked to write a final hand-written essay. As with the pre-essay, the students re-type the final essay using the word processor. The same procedures for distribution, collection, marking, and scoring was followed. The pre hand-written and pre computer-written essays were compared with the post hand-written and computer-written essays to determine if objective outcomes had been achieved.

Monitoring Procedures

Each student in the target group was assigned a folder that remained in the computer laboratory. Copies of all hand-written and computer-written essays, worksheets, and BBS communications were filed daily. Responses to uploaded messages on the BBS "pre-teen" conference were attached to the corresponding assignment. The writer and classroom teacher monitored students folders biweekly to make suggestions, encourage students, and provide positive reinforcement. The writer utilized the word processor to maintain a daily activity journal. In addition, the writer followed county school board policy and procedures for keeping daily classroom attendance.

Mid-Course Corrections

Provisions were put into place to make any necessary mid-course corrections. As part of the "brainstorm" session during week six, target students, classroom teacher, and group counselor were asked for input to improve the program. The writer met daily with the classroom teacher and group counselor during the course of the project to discuss and make any necessary adjustments. All changes and adjustments were recorded in the daily journal.

There were several changes made as the program progressed. The first was to select and reward students for outstanding work on a weekly basis by presenting certificates of achievement. The classroom teacher and writer awarded certificates for Most Improved, Best ILAP Writer, and Most Original Idea. The certificates were printed using a software program entitled Award Maker and printed on a Hewlett Packard Desk Jet 500 ink jet printer which provided a very professional looking document. Awards were also presented to each student at the conclusion of the project at a school-wide awards assembly program.

Several other changes occurred over the course of the project: 1) Expansion of the open house activity to include school board members, county level staff and administrators, and local media; 2) Several minor changes were made to the floor plan in the computer laboratory to improve distribution and collection of materials; and 3) Arrangements were made through the guidance office for a student assistant to aid the classroom teacher and writer with file maintenance and BBS communications.

CHAPTER IV

Results

At the end of the practicum implementation period, the writer compared the holistic scoring results of the pre-hand written (transcribed) and pre-computer written (typed) essays to that of the post-hand written and post-computer written essays to see if the students in the target group made a 25 percent increase in process writing skills as projected in the outcome objectives. In addition, the writer examined each students' folder to determine the percentage of students who completed 100 percent and 70 percent respectively of the "basic" eight assignments as stated in the outcome objectives. The writer also compared the results from both pre- and post-attitudinal surveys to determine if there was a significant increase in the attitude on the part of the students in the target group toward writing. Further evaluation of students' attitude toward writing was determined based on observations by the classroom teacher, group counselor, and analysis of activities as recorded by the writer in the daily journal.

The composite analysis of the average score based on the holistic scale showed an increase from 2.1 to

2.9, reflecting an increase of over 26 percent in hand written (transcribed) process writing skills among the students in the target group (Appendix L:95). This increase surpassed the goal of 25 percent as outlined in the outcome objectives in Chapter I (Purpose) of this report. In addition, the analysis indicates an even greater increase, from 2.7 to 3.9 (an improvement of over 33 percent), in computer written process writing skills. This data clearly indicated that the target students, not only improved their process writing skills utilizing the computer technology, but there was a carry over of skills when performing the task utilizing pen and paper. Examination of the target students' folders by the writer, and review of the daily assignment tracking sheet indicated that 94 percent of the students completed 100 percent of the basic eight assignments and the remaining six percent of the students completed 75 percent of the basic eight assignments. These results far exceeded the projected 60 percent of the target students completing 100 percent of the basic assignments, and 40 percent of the target students completing 70 percent of the basic assignments as stated in the outcome objectives (Appendix M:104).

Close analysis of the post attitudinal survey, observations by the class room teacher, ILAP counselor, and writer, and evaluation of the daily journal revealed a significant increase in the number of students who reflected a positive attitude towards writing.

In response to question number five from the post-attitudinal survey, the average student in the target group "strongly agreed" with the statement "I would like to be a better writer...I think it is important." This represented a significant improvement over the pre-attitudinal survey, when the average student in the target group only "sometimes agreed" when asked the same question (Appendix D:67). When asked on the post-attitudinal survey, "...how would you describe your writing skills..." (question number eleven), 40 percent of the target students indicated "very good", 53 percent indicated "good", and only seven percent indicated "fair". This represented a net increase of 25 percent in the number of students who felt their writing skills were good or very good.

Observations by the ILAP classroom teacher, group counselor, and the writer revealed a dramatic improvement on the part of the student in their interest in writing when they were given the opportunity to complete the task using the word processor. This enthusiasm was most noticeable when, as the result of occasional temporary schedule changes, the students were unable to attend the computer laboratory on a given day. It was also noted on numerous occasions, the keen interest developed by the students in preparing, sending and receiving responses via the BBS. In addition, many of the students requested through the classroom teacher, writer, and group counselor, an opportunity to complete outside work utilizing the word processor.

Analysis of statistical data and classroom observations clearly showed that the majority of the target students improved their attitude towards writing. It should be noted, that in keeping with the overall goals of the ILAP program, all data and observations indicated that the students in the target group improved both academically (most specifically process writing skills), and also in the area of improved self-image.

Additional Accomplishments

In addition to the achievement of specific goals as stated in the outcome objectives, three additional accomplishments were noted. The first accomplishment was the dramatic improvement in "time on task" by several of the target students. In one specific case, a student who at the beginning of the practicum project was only able to work at the computer for a maximum of one minute, increased "uninterrupted" time on task to an average of over 15 minutes. Similar improvements were noted with other students as well.

The second accomplishment was the improvement of student listening skills as noted during weekly "brainstorm" sessions. This activity frequently involved students reading assignments orally, commenting on other student's work, and reporting on BBS communications. The improvement in listing skills, as a direct result of critical thinking activities, was found to have an important carry-over to other ILAP and mainstream classes (Appendix N:106).

The final accomplishment was the noted success of the open house activity. As a direct result of suggestions during the weekly brainstorm sessions form the target students, classroom teacher, and group counselor, the open house was expanded to include invitations to district administration, members of the media (TV, newspaper, etc.), refreshments, and demonstrations. The students participated by making banners, decorating the room, designing invitations, and writing letters. During the open house students and staff answered questions, performed demonstrations, and granted interviews to the media (local TV station) and county administration.

CHAPTER V

Recommendations

It is the recommendation of the writer for the county school board to implement a plan to include the computer writing program as an integrated part of the total ILAP curriculum, incorporating most specifically, language-arts and geography. In addition, the writer recommends the expansion of the computer writing program to include the entire ILAP activity, creating a county-wide network to include each and every seventh and eighth grade ILAP programs. The recommendation of the writer takes into account present educational resources which include: teacher training, schedule, facilities, and equipment. Such a plan would be phased in over a three year period, thus insuring quality and consistency throughout.

The most important element in the success of such a program would be to provide adequate and on-going teacher training. This should include provisions for the ILAP teacher to have immediate access to a "hot-line" for the purpose of resolving current and long-term problems. Teacher training should take place on site in a ILAP classroom setting, and include adequate instruction and practice in each of the following areas: 1) Integrating the curriculum with the technology; 2) hardware (computer, keyboard, printer, and modem); 3) software (word processing, telecommunications software, and DOS; and 4) BBS training, which includes contacting and file transfer with a Bulletin Board Service.

One of the advantages of implementing the computer writing project with the ILAP program will be the flexibility of the daily schedule. Because the students are in a self contained environment, adequate time can be blocked out for the students and classroom teacher to learn the operations of the hardware and software and immediately begin incorporating the program into daily activities.

The final two elements necessary to implement a computer writing program are facilities and equipment. If the school site is equipped with a computer laboratory, it would be most efficient to conduct computer training and word processing activities in a large group. This may require coordinating the master schedule to include several weekly laboratory session for the ILAP students. If the site does not have a computer laboratory as such, it will be necessary to arrange to have several computers in the ILAP classroom.

Training and computer activities can very easily be accomplished in small groups. The remaining element will be the installation of both a dedicated phone line, and a computer with a modem and printer in the ILAP classroom. Most school sites have two or more existing phone lines. It is easier and less expensive to run an extension from one of the existing phone lines and activate it with a toggle switch, than to install a new phone line. It should be noted that the computer in the classroom must be the same format (Apple or IBM) as the computers in the computer laboratory.

Additional Objectives

With the expansion of the computer writing program to include all ILAP activities county-wide, the writer recommends the addition of the following objectives:

1. The county school board will implement an ILAP Computer Writing Program district-wide over a three year period.

2. ILAP classroom teachers will have a firm under-standing of hardware and software. Training will take place through an ongoing series of well designed hand's on activities.

3. ILAP classroom teachers will receive additional training in methods to incorporate the current curriculum with modern technology.

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Appendices

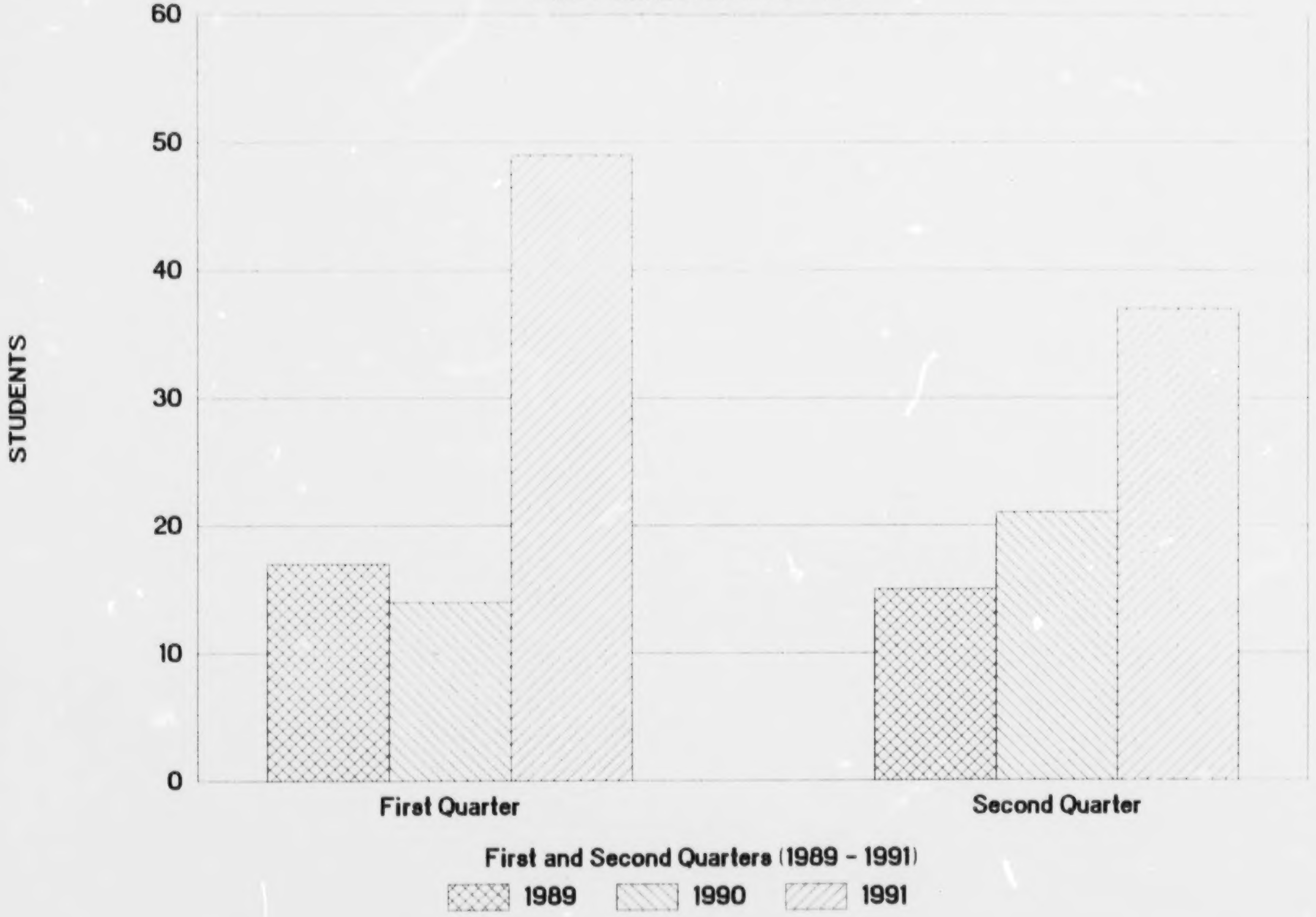
Appendix A

Target School First Semester Suspension Comparisons

1989 - 1991

TARGET SCHOOL SUSPENSIONS

FIRST SEMESTER 1989 - 1991



Appendix B

Pre/Post Attitudinal Survey Questions for Students in Target Group

Appendix B

Pre-Attitudinal
Survey Questions for Students in Cross Section and Target Group

STUDENT SURVEY: Utilizing Written Communication Skills

Please respond the following statements using the scale from 1 to 5.

5=Strongly Agree	4=Often Agree	3=Sometimes Agree	2=Often Disagree	1=Strongly Disagree

1.	I like to write to communicate with others.	5 (4̲) 3 2 1
2.	I don't like to write down my ideas. It is easier to describe them or draw pictures.	5 (4) 3̲ 2 1
3.	I like to do written homework assignments in paragraph form like essays and reports.	5 4 3 (2̲) 1
4.	When I write I don't like to follow all the rules. They are stupid and illogical.	5 4 (3̲) 2 1
5.	I would like to be a better writer. I think it is important.	5 4̲ (3) 2 1
6.	Writing is difficult and awkward for me.	5 4 3 (2̲) 1
7.	I like to write when I can use the computer as a word processor.	5̲ (4) 3 2 1
8.	I don't like to write because my handwriting is poor.	5 4 3 (2̲) 1
9.	I am a good speller and that makes writing easy.	5 (4) 3̲ 2 1
10.	I don't like to write for a grade. It is too much pressure.	5 (4) 3̲ 2 1

Key: ( ) - Cross Section
__ - Target Group

STUDENT SURVEY: Part II

_____ 11. I would describe my writing skills as....
a. Very good b. Good
c. Fair d. Poor

_____ 12. Which writing skill is the most difficult for you?
a. Punctuation (25/24/33) b. Getting started
c. Spelling d. Writing essay answers

_____ 13. Other then your English teacher, how often do your teachers ask you to do written assignments: essays, paragraphs or reports?
a. Once a week b. Once every 9 weeks
c. Once a semester d. Not at all

_____ 14. Have you ever written a business letter?
a. Yes
b. No

_____ 15. Have you ever written a book report?
a. Yes
b. No

_____ 16. Have you ever written poetry?
a. Yes
b. No

_____ 17. Have you ever written a letter to a friend?
a. Yes
b. No

_____ 18. Have you ever done creative writing?
a. Yes
b. No

19. What was the best thing anyone ever said about your writing?____.

20. What can you do to improve your writing skills?
____.

Pre-Attitudinal Student Survey: Part II

Statistical Analysis
(Percentage)

Question	Total Group	Cross Section	Target Group
11 - I would describe my writing as...			
a. Very Good	20%	19%	26%
b. Good	47	49	40
c. Fair	27	27	27
d. Poor	6	5	7
12 - Which writing skill is the most difficult for you?			
a. Punctuation	16	15	20
b. Getting Started	26	24	33
c. Spelling	26	27	27
d. Writing essay answers	32	34	20
13 - Other then your English teacher, how often do your teachers ask you to do writing assignments: essays, paragraphs or reports?			
a. Once a week	36	34	47
b. Once every 9 weeks	34	37	13
c. Once a semester	14	14	20
d. Not a all	15	15	20
14 - Have you ever written a business letter?			
a. Yes	74	76	60
b. No	26	24	40
15 - Have you ever written a book report?			
a. Yes	96	97	93
b. No	4	3	7
16 - Have you ever written poetry?			
a. Yes	76	78	66
b. No	24	22	34
17 - Have you ever written a letter to a friend?			
a. Yes	99	99	100
b. No	1	1	0
18 - Have you ever done creative writing?			
a. Yes	98	98	100
b. No	2	2	0

Post-Attitudinal
Survey Questions for Students in Target Group

STUDENT SURVEY: Utilizing Written Communication Skills

Please respond the following statements using the scale from 1 to 5.

5=Strongly Agree
4=Often Agree
3=Sometimes Agree
2=Often Disagree
1=Strongly Disagree

1. I like to write to communicate with others. 5 [✓ 4] 3 2 1
2. I don't like to write down my ideas. It is easier to describe them or draw pictures. 5 4 [✓ 3] 2 1
3. I like to do written homework assignments in paragraph form like essays and reports. 5 4 [✓ 3] 2 1
4. When I write I don't like to follow all the rules. They are stupid and illogical. 5 4 3 [✓ 2] 1
5. I would like to be a better writer. I think it is important. [✓ 5] 4 3 2 1
6. Writing is difficult and awkward for me. 5 4 3 [✓ 2] 1
7. I like to write when I can use the computer as a word processor. [✓ 5] 4 3 2 1
8. I don't like to write because my handwriting is poor. 5 4 3 [✓ 2] 1
9. I am a good speller and that makes writing easy. 5 [✓ 4] 3 2 1
10. I don't like to write for a grade. It is too much pressure. 5 4 [✓ 3] 2 1

Key: __ - Target Group

Post-Attitudinal Student Survey: Part II

Statistical Analysis (Percentage)

Question	Number of Students	Percent
11 - I would describe my writing as...		
a. Very Good	6	40%
b. Good	8	53
c. Fair	1	7
d Poor	0	0
12 - Which writing skill is the most difficult for you?		
a. Punctuation	1	7
b. Getting Started	6	40
c. Spelling	2	40
d. Writing essay answers	2	13
13 - Other then your English teacher, how often do your teachers ask you to do writing assignments: essays, paragraphs or reports?		
a. Once a week	5	33
b. Once every 9 weeks	6	40
c. Once a semester	2	13
d. Not a all	2	13
14 - Have you ever written a business letter?		
a. Yes	13	87
b. No	2	13
15 - Have you ever written a book report?		
a. Yes	15	100
b. No	0	0
16 - Have you ever written poetry?		
a. Yes	13	87
b. No	2	13
17 - Have you ever written a letter to a friend?		
a. Yes	15	
b. No	0	100
		0
18 - Have you ever done creative writing?		
a. Yes	14	93
b. No	1	7

Appendix C

Survey Questions for Non-Language Instructional Staff

Appendix C

Survey Question for Non-Language Instruction Staff

SURVEY QUESTIONS: Using Writing in Teaching Content Area

Please respond the following statements using the scale from 1 to 5.

5=Very Often 4=Often 3=Sometimes 2=Seldom 1=Rarely

1. I use writing on a regular basis as an instructional tool. 5 4 3 (2) 1

2. My students enjoy writing. 5 4 (3) 2 1

3. The majority of my students write well. 5 4 3 (2) 1

4. I ask my students to write on a regular basis as part of my curriculum. 5 4 3 (2) 1

5. Writing is more than just spelling words correctly. It helps develop critical thinking skills. 5 (4) 3 2 1

6. I enjoy reading my students' written assignments. 5 4 (3) 2 1

7. I require my students to write at an increasingly higher level as the school year progresses. 5 4 3 (2) 1

8. I make comments and corrections on my students papers to help improve their writing skills. 5 4 3 (2) 1

9. I write well and I feel it is an important skill. 5 (4) 3 2 1

10. Writing with a computer and word-processor may improve my students' writing skills. 5 (4) 3 2 1

Key - ( ) Indicates average response

TEACHER SURVEY: Part II

_____ 11. I would describe my writing skills as:
a. Very good b. Good
c. Fair d. Poor

_____ 12. I would describe my students' writing skills as:
a. Very good b. Good
c. Fair d. Poor

_____ 13. Which writing skill is the most difficult for your students?
a. Punctuation b. Getting started
c. Spelling d. Writing essay answers

_____ 14. How often do you ask your students to do written assignments: essays, paragraphs or reports?
a. Once a week b. Once a month
c. Once every 9 weeks d. Once a semester

15. What can you do to improve the writing skills of your students? ____

____.

16. What could the school system do to help you improve the writing skills of your students? ______________________.

17. What should parents do to help improve the writing skills of their students?
______________________________________?

Survey Question for Non-Language Instruction Staff: Part II

Statistical Analysis
(Percentage)

Question	Teacher Response
11 - I would describe my writing skills as:	
a. Very good	76%
b. Good	22
c. Fair	3
d. Poor	0
12 - I would describe my students' writing skills as:	
a. Very good	4
b. Good	11
c. Fair	59
d. Poor	26
13 - Which writing skill is the most difficult for your students?	
a. Punctuation	23
b. Getting started	22
c. Spelling	40
d. Writing essay answers	15
14 - How often do you ask your students to do written assignments: essays, paragraphs or reports?	
a. Once a week	15
b. Once a month	45
c. Once every 9 weeks	30
d. Once a semester	10

Appendix D

Results of Student Survey Question Number Five:

"I would like to be a better writer...."

APPENDIX D

STUDENT SURVEY: Question Number 5
I would like to be a better writer...

	5	4	3	2	1	Total Students
TOTAL GROUP	33	20	30	10	13	106
CROSS SECTION	23	19	29	10	10	91
TARGET GROUP (Pre)	11	1	1	1	2	16
TARGET GROUP (Post)	12	2	1	0	0	15
PERCENTAGES (Pre Survey)	31%	19%	28%	9%	12%	
	25%	21%	32%	11%	11%	
	69%	6%	6%	6%	13%	
PERCENTAGES (Post Survey *)	80%	13%	7%	0%	0%	

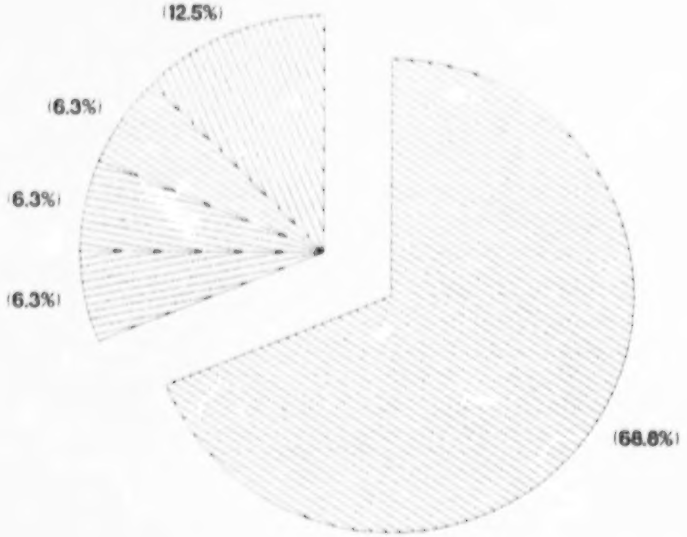
Key:

- 5 – Strongly Agree
- 4 – Agree
- 3 – Sometimes Agree
- 2 – Often Disagree
- 1 – Strongly Disagree

* One student was absent the last two weeks of the school term.

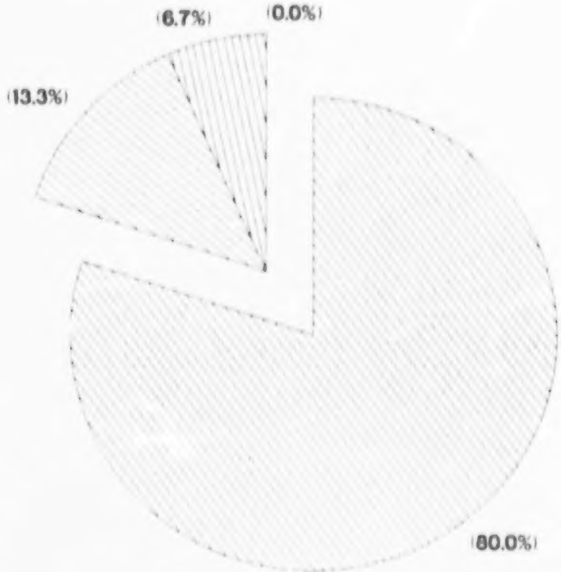
TARGET GROUP PRE-ATTITUDINAL SURVEY : Question Number 5

I would like to be a better writer...



TARGET GROUP POST-ATTITUDINAL SURVEY : Question Number 5

I would like to be a better writer...



Appendix E

EVALUATION OF WRITING SKILLS: Students/Teachers

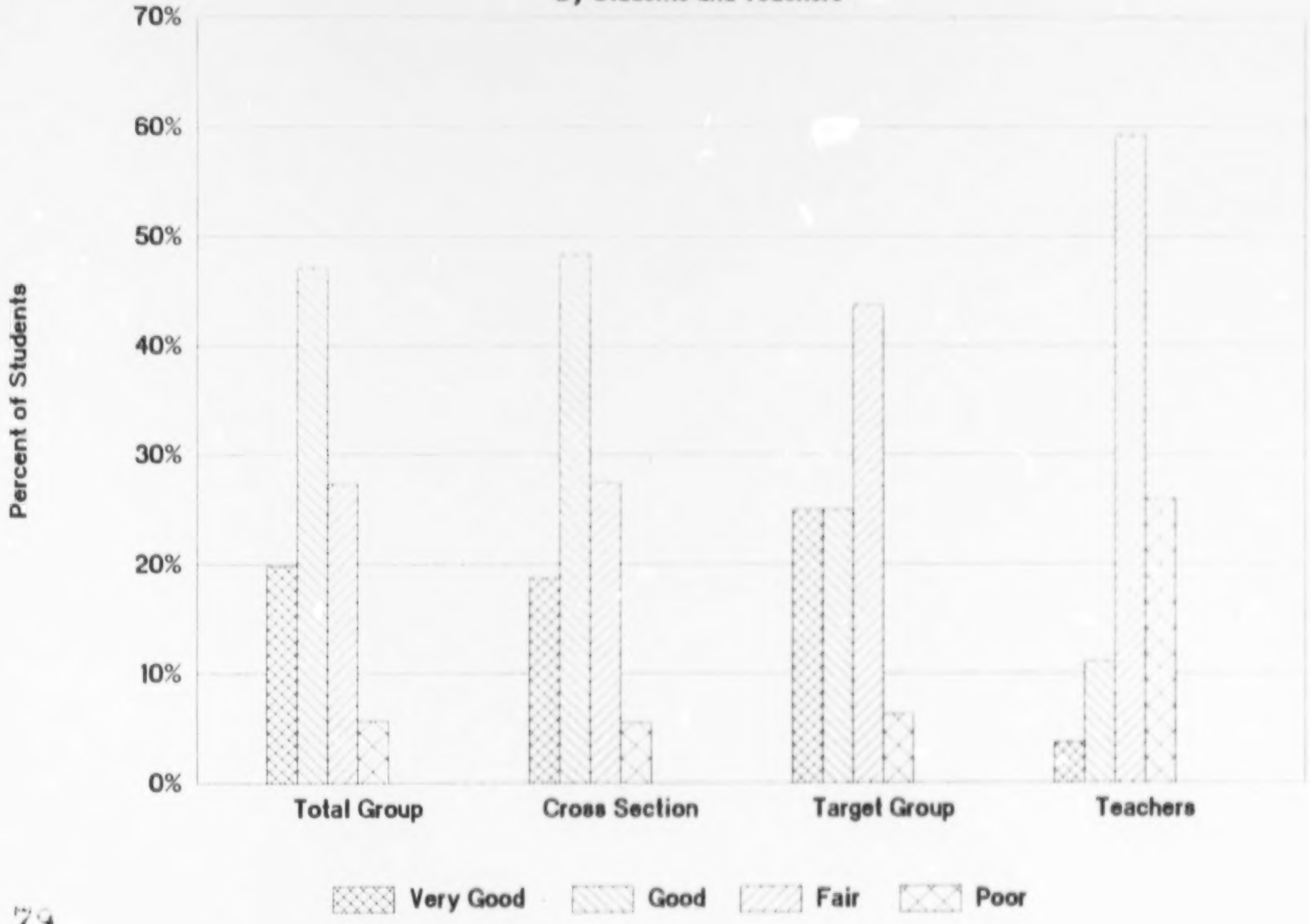
Appendix E

Evaluation of Writing Skills: Students/Teachers

	VERY GOOD	GOOD	FAIR	POOR	TOTAL
Total Group	21	50	29	6	106
Cross Section	17	44	25	5	91
Target Group	4	4	7	1	16
Teachers	1	3	16	7	27
Total Group	20%	47%	27%	6%	
Cross Section	19%	48%	27%	5%	
Target Group	25%	25%	44%	6%	
Teachers	4%	11%	59%	26%	

EVALUATION OF WRITING SKILLS

By Students and Teachers



Appendix F

ILAP Student Conduct Contract

Appendix F

ILAP Student Conduct Contract

Student Name: ________________

RULES:

1. Enter class quietly -
   - . On time . Go directly to seat
   - . Do not lean on chairs
2. Be Prepared for class -
   - . Pen . Pencil
   - . Paper
3. Show Respect -
   - . No vulgarity . No grooming
   - . Raise hand . No talking
4. Complete Assignments on time -
5. Maintain good behavior - Remain in seat until dismissed by instructor. The bell does not dismiss you.
6. No Referrals -

REWARDS:

1. Enrichment - "Fridays"
2. Library Time -
3. Free Time - Choose your own activity
4. Social Pass - Outing with counselor
5. Field Outing -

CONSEQUENCES:

1. Verbal Warning -
   - . Name on board . Points off
2. "Take Five" - Separation from class activity.
3. Conference with counselor
4. Phone call to parent
5. 15 minutes detention - break time
6. No enrichment on Thursday
7. Any tardies or referrals -
   - . will result in the loss of 100 points

I have read and understand the ILAP rules, rewards, and consequences.

________________ ________________
Student Date

____
Parent

Appendix G

ILAP Student Conduct Grading System and Recording Chart

Appendix G

ILAP Grading System

POINTS	DESCRIPTION	GRADE
700 - 750	Super Star	A
600 - 699	Excellent	B
500 - 599	You Can Do Better	C
399 - 499	CHECK - HELP !!!!	D
398 - Below	The Wind Did It	--

ILAP Student Conduct Recording Chart

Week of ______________ ILAP Points

Name	Mon	Tue	Wed	Thu	Fri	Total Points
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						

Key:

700 - 750	Super Star
600 - 699	Excellent
500 - 599	You can do better
399 - 499	Check - Help !!!
398 - Below	The Wind Did It

Appendix H

Writing Techniques and Holistic Scoring Criteria

Appendix H

Writing Techniques

Processing Writing Skills -

1. Previewing
2. Writing
3. Sharing/responding
4. Revising
5. Editing
6. Evaluating

Holistic Scoring Criteria -

Score: 1=low to 6=high in each category

1. Clear introduction
2. Information presented clearly
3. Information well organized
4. Details and/or description used
5. Facts presented accurately
6. Concluding statement

Appendix I

Computer Skills Lesson Plan Outline

Appendix I

Computer Skills Lesson Outline

I. Basic Computer Skills Lessons (Week 1-2)

1. Proper Usage and Maintenance
    - A. Introduction to the Computer -
        - 1. Power on/off
        - 2. Introduction to the keyboard 3. General terminology -
            - a. Monitor
            - b. Keyboard
            - c. Enter Key
            - d. Function Keys
            - e. Escape "ESC" Key
            - f. Spacebar
        - 4. Booting up the computer -
            - a. Cold boot - power "on" b. Warm boot - Ctrl-Alt-Del Keys
                - 1. Reasoning behind this process
        - 5. Safety -
            - a. Do not insert anything into power plugs or disks drives.
            - b. Caution when near the power strips and extension cords.
            - c. No food or drinks in classroom
    - B. Care an maintenance of hardware and software -
        - 1. Hardware - basic rules
            - a. Review no food or drinks (including candy or gum)
            - b. Review cold boot vs warm
        - 2. Handling and storage of software -
            - a. Correct method of handling the disk
            - b. Sliding metal door on 3.5" floppy disk
            - c. Introduce "Write Protect Notch" discuss need and analogy to video tape recorder
            - d. Present disk storage box - discuss need
            - e. Proper location and transportation of disk -
                - 1. Heat (automobile)
        - 3. Classroom rules and procedures
            - a. Distribution and collecting of software
            - b. Don't strike keyboards hard
            - c. Do not "click" keys when instruction is being given
            - d. Always help out other students

2. Basic DOS Concepts and Commands (Disk Operating System)
    - A. Concept - "What is DOS" for
    - B. Basic skills and commands -
        1. Loading DOS
        2. Entering date and time
        3. DOS prompt
        4. Changing active disk drives
        5. Commands -
            - a. DIR
            - b. EXE and COM files to load application software

3. Introduction to Word Processing (First Choice) -
    - A. Review basic skills as pertaining to application software
        1. Loading the program using COM file command
        2. Exiting the program
    - B. The screen
        1. Cursor -
        2. Use of "Pull Down" menu system
    - C. Edit function
        1. Cursor - Insert and Delete capabilities
        2. Word Wrap
        3. Enter key to begin new paragraph
        4. Cap Lock -
        5. Insert a line
    - D. Format -
        1. Double space - turn off and on
        2. Center line
    - E. Save - a document
    - F. Get - a document
    - G. Dictionary - "Spell-check" function
        1. Proof Word
        2. Proof Document
    - H. Using the printer -
        1. Load and align the paper
        2. Using the interface box
        3. Replacing the printer ribbon

NOTE: Both the hand-written and computer-written essays will be evaluated independently by the classroom teacher and the writer using the holistic scale (Appendix H:79).

II. Utilizing the Computer as a tool for Writing and Telecommunications (Weeks 3 - 12)
    - A. DOS Commands -

1. File maintenance utilizing
    a. COPY
    b. DISKCOPY
    c. *.* - Copy all files
2. Disk preparation
    a. FORMAT
        1. Theory and usage
        2. Practical examples including /S and /V

B. Advanced word processing techniques skills
1. File/Print functions -
    a. Delete file
    b. Insert file
    c. Erase working copy
2. Edit functions -
    a. Delete word
    b. Boldface word
    c. Underline word
    d. Mark text
    e. Paste text
3. Format functions -
    a. Left justify
    b. Right justify
    c. Turn double spacing off an on
4. Dictionary -
    a. Find synonyms

C. Telecommunications - (week 4)
1. Introduce hardware
2. Introduce software
3. Vocabulary and terminology ie:
    a. Modem
    b. BBS
    c. Sysop
    d. Upload
    e. Download
4. Introduce students to BBS and pre-teen conference
5. Work with small groups to teach telecommunication skills. Students will work in groups daily to transmit messages and projects, downloads files and carry on direct dialogue with other BBS operators.

Appendix J

Time Line

Appendix J

Time Line

Stage I - Introduction - Pre-testing - Basic Skills

Week 1:
- Introduce program to students "brainstorm" ideas.
- Pre-testing (initial writing assignment)
- Classroom teacher begins working with students on process writing skills based on holistic criteria.
- Introduce students to the computer lab begin Proper use and Maintenance Unit

Week 2:
- Continue introduction lessons to computer
- Introduction to Word Processing (First Choice) -
- Introduction to DOS
- Complete first assignment of word processor
- "Brainstorm" sessions - explore new topics

Stage II - Continue Handwriting Essays - Begin Advanced Word Processing Skills - Begin Telecommunications

Week 3:
- Begin second writing project with classroom teacher
- Build on word processing skills
- Build on DOS skills -
- Writer selects several students to learn how to back up text files on classroom computer
- "Brainstorm" session - share/respond - new topics

Week 4:
- Complete second writing project on word processor
- Introduce students to BBS
- Writer instructs small group on operations of BBS these students will train other students
- Begin following schedule for students to call BBS each day
- Begin third writing project with classroom teacher
- Write collective letter to BBS - use overhead projection panel and projector to involve whole class. Take input from each person who wishes to contribute.

Week 5:
- Continue to learn and practice advanced DOS skills
- Complete third computer writing assignment on word processor
- Begin fourth writing assignment
- Continue to learn advanced word processing techniques
- "Brainstorm" - possibility of having a news letter - what will be required - topics, gather ideas - share and respond.

Week 6:
- Complete fourth writing assignment
- Begin fifth writing assignment
- "Brainstorm" - discuss messages from BBS, further discuss newsletter, ask students for ideas to improve program.
- Make mid-course corrections
- Send letter home to parents with students regarding Open-House

Week 7:
- "Brainstorm" to discuss possible Name for newsletter, also topics and articles - ask for volunteers to be editor, production chief, reporters, printing department, etc. set up schedule and establish deadlines
- Open-House during fourth period - parents, teachers, school administrators, press, and general public are invited to attend.
- Complete fifth writing assignment
- Begin sixth writing assignment
- Continue BBS schedule - record and save all messages

Week 8:
- Complete sixth writing assignment
- Begin seventh writing assignment in classroom
- Continue communicating with BBS - record and print all messages
- Begin laying out news letter using First Publisher software
- "Brainstorm" - agree on name - begin to develop articles, share/respond to articles and assignments

Week 9:
- Complete seventh writing assignment
- Begin eighth hand written writing assignment
- "Brainstorm" - share/respond, discuss BBS communications, continue to discuss progress on news letter
- Continue learning advanced word processing skills

Week 10:
- . Complete eighth computer written assignment
- . Field trip with counselor to visit local BBS
- . "Brainstorm" - discuss outing to BBS - setup, hardware, list new things learned.
- . Continue communicating with students via the BBS

Week 11:
- . Allow time for students to complete any missing assignments due to illness to catch up.
- . "Brainstorm" - discuss the progress of the newsletter and BBS projects.
- . Continue working with the BBS

Stage III - Final evaluation post-essay - Outing - Publish and Distribute Newsletter

Week 12:
- . Post-essay hand written and computer written
- . Publish and distribute news letter
- . Outing with counselor, classroom teacher and write to have pizza party
- . "Brainstorm" - discuss how computer writing can improve your communication skills, success of BBS, news letter, etc.
- . Students complete post attitudinal survey
- . Classroom teacher and group counselor complete questioner regarding students attitude towards writing.

Appendix K

Practicum Software Evaluation Forms

Appendix K

Practicum Software Evaluation Form

AUTHOR: **PFS: Sort-Art, Inc. 1990**

TITLE: **First Choice**

CHECK ALL THAT APPLY

TYPE:___Academic Game   ___Drill and Practice
X Administrative   ___Simulation
X Test/Diagnostic   ___Tutorial
___Problem Solving   ___Other

LEVEL: ___Preschool ___K-3 ___4-6 **X 6-8** **X 9-12** **X Adult**

PURPOSE: ___Remediation **X - Developmental** ___Enrichment

HARDWARE: **Computer-IBM (Clone)** K Ram required-**256K** Color-Y **(N)**

Number of Drives **(2)** Printer Y N Other__________________

CONTENT

1. Program has educational value	(Y)	N	NA
2. Grammar accurate and free of syntax errors	(Y)	N	NA
3. Sterotype-free (race, ethnic, sex, etc.)	Y	N	(NA)
4. Content adaptable to varied instructional strategies.	(Y)	N	NA

INSTRUCTIONAL QUALITY

5. Purpose of the program well defined	(Y)	N	NA
6. Defined purpose achieved	(Y)	N	NA
7. Presentation of content clear and logical	(Y)	N	NA
8. Level of difficulty appropriate for target audience .	(Y)	N	NA
9. Sequence organized for selected developmental steps .	(Y)	N	NA
10. Graphics, color, sound appropriate for instruction ..	(Y)	N	NA
11. Student controls rate and sequence of presentation ..	Y	N	(NA)
12. Program self-paced and controls the sequence	Y	N	(NA)
13. Entry level prerequisites specified	Y	N	(NA)
14. Program user-friendly, easy-to-read, understand	(Y)	N	NA

TECHNICAL QUALITY

15. Instructional text formatted/sized for easy reading .	(Y)	N	NA
16. Students easily operate program independently	(Y)	N	NA
17. Relevant computer capabilities used	(Y)	N	NA
18. Program reliable and student-proof..................	(Y)	N	NA
19. Adequate error trapping..............................	(Y)	N	NA
20. Easy escape from program provided	(Y)	N	NA
21. Record keeping/printouts of student progress	Y	(N)	NA

DOCUMENTATION

22. Manuals available and user-friendly	(Y)	N	NA
23. Clear operating instructions and trouble shooting ...	(Y)	N	NA
24. Constant reference to documentation unnecessary	(Y)	N	NA
25. Table of Contents, Index, Glossary of Terms provided.	(Y)	N	NA

Practicum Software Evaluation Form

AUTHOR: **Lotus Development Corporation**

TITLE: **Lotus 1-2-3 Release 2.2**

CHECK ALL THAT APPLY
TYPE:___Academic Game ___Drill and Practice
X Administrative ___Simulation
___Test/Diagnostic ___Tutorial
___Problem Solving ___Other

LEVEL: ___Preschool ___K-3 ___4-6 ___6-8 ___9-12 X Adult

PURPOSE: ___Remediation ___Developmental ___Enrichment X Other

HARDWARE: Computer-IBM (Clone) K Ram required - 256K Color Y (N)

Number of Drives-2 Printer (Y) N Other ________________

CONTENT

1. Program has educational value	Y	N	(NA)
2. Grammar accurate and free of syntax errors	(Y)	N	NA
3. Sterotype-free (race, ethnic, sex, etc.)	Y	N	(NA)
4. Content adaptable to varied instructional strategies.	Y	N	(NA)

INSTRUCTIONAL QUALITY

5. Purpose of the program well defined	(Y)	N	NA
6. Defined purpose achieved	(Y)	N	NA
7. Presentation of content clear and logical	(Y)	N	NA
8. Level of difficulty appropriate for target audience..	Y	N	(NA)
9. Sequence organized for selected developmental steps..	Y	N	(NA)
10. Graphics, color, sound appropriate for instruction ..	(Y)	N	NA
11. Student controls rate and sequence of presentation ..	Y	N	(NA)
12. Program self-paced and controls the sequence	Y	N	(NA)
13. Entry level prerequisites specified	Y	N	(NA)
14. Program user-friendly, easy-to-read, understand	Y	N	(NA)

TECHNICAL QUALITY

15. Instructional text formatted/sized for easy reading .	Y	N	(NA)
16. Students easily operate program independently	Y	N	(NA)
17. Relevant computer capabilities used	(Y)	N	NA
18. Program reliable and student-proof...................	Y	N	(NA)
19. Adequate error trapping..............................	(Y)	N	NA
20. Easy escape from program provided	(Y)	N	NA
21. Record keeping/printouts of student progress	Y	N	(NA)

DOCUMENTATION

22. Manuals available and user-friendly	Y	(N)	NA
23. Clear operating instructions and trouble shooting ...	Y	(N)	NA
24. Constant reference to documentation unnecessary	Y	(N)	NA
25. Table of Contents, Index, Glossary of Terms provided.	(Y)	N	NA

Practicum Software Evaluation Form

AUTHOR: **Symantec Corporation**

TITLE: **Q & A**

TYPE: ___Academic Game ___Drill and Practice
X Administrative ___Simulation
___Test/Diagnostic ___Tutorial
___Problem Solving ___Other

LEVEL: ___Preschool ___K-3 ___4-6 **X 6-8** **X 9-12** **X Adult**

PURPOSE: ___Remediation ___Developmental ___Enrichment **X Other**

HARDWARE: Computer-IBM (Clone) K Ram required - 256K Color Y (N)

Number of Drives-2 Printer (Y) N Other ______________

CONTENT			
1. Program has educational value	Y	N	(NA)
2. Grammar accurate and free of syntax errors	(Y)	N	NA
3. Sterotype-free (race, ethnic, sex, etc.)	Y	N	(NA)
4. Content adaptable to varied instructional strategies.	Y	N	(NA)
INSTRUCTIONAL QUALITY			
5. Purpose of the program well defined	(Y)	N	NA
6. Defined purpose achieved	(Y)	N	NA
7. Presentation of content clear and logical	(Y)	N	NA
8. Level of difficulty appropriate for target audience..	Y	N	(NA)
9. Sequence organized for selected developmental steps..	Y	N	(NA)
10. Graphics, color, sound appropriate for instruction ..	(Y)	N	NA
11. Student controls rate and sequence of presentation ..	Y	N	(NA)
12. Program self-paced and controls the sequence	Y	N	(NA)
13. Entry level prerequisites specified	Y	N	(NA)
14. Program user-friendly, easy-to-read, understand	Y	N	(NA)
TECHNICAL QUALITY			
15. Instructional text formatted/sized for easy reading .	Y	N	(NA)
16. Students easily operate program independently	Y	N	(NA)
17. Relevant computer capabilities used	(Y)	N	NA
18. Program reliable and student-proof..................	Y	N	(NA)
19. Adequate error trapping.............................	(Y)	N	NA
20. Easy escape from program provided	(Y)	N	NA
21. Record keeping/printouts of student progress	Y	N	(NA)
DOCUMENTATION			
22. Manuals available and user-friendly	(Y)	N	NA
23. Clear operating instructions and trouble shooting ...	(Y)	N	NA
24. Constant reference to documentation unnecessary	Y	(N)	NA
25. Table of Contents, Index, Glossary of Terms provided.	(Y)	N	NA

Practicum Software Evaluation Form

AUTHOR: **Broderbaud**

TITLE: **The New Print Shop**

TYPE: ___Academic Game ___Drill and Practice
X Administrative ___Simulation
___Test/Diagnostic ___Tutorial
___Problem Solving X Other - **Desk Top Publishing**

LEVEL: ___Preschool ___K-3 X 4-6 X 6-8 X 9-12 X Adult

PURPOSE: ___Remediation X Developmental X Enrichment ___Other

HARDWARE: Computer-IBM (Clone) K Ram required - 256K Color Y (N)

Number of Drives-2 Printer (Y) N Other ______________

CONTENT			
1. Program has educational value	(Y)	N	NA
2. Grammar accurate and free of syntax errors	(Y)	N	NA
3. Sterotype-free (race, ethnic, sex, etc.)	(Y)	N	NA
4. Content adaptable to varied instructional strategies.	(Y)	N	NA
INSTRUCTIONAL QUALITY			
5. Purpose of the program well defined	(Y)	N	NA
6. Defined purpose achieved	(Y)	N	NA
7. Presentation of content clear and logical	(Y)	N	NA
8. Level of difficulty appropriate for target audience..	(Y)	N	NA
9. Sequence organized for selected developmental steps..	(Y)	N	NA
10. Graphics, color, sound appropriate for instruction ..	(Y)	N	NA
11. Student controls rate and sequence of presentation ..	Y	N	(NA)
12. Program self-paced and controls the sequence	Y	N	(NA)
13. Entry level prerequisites specified	Y	N	(NA)
14. Program user-friendly, easy-to-read, understand	(Y)	N	NA
TECHNICAL QUALITY			
15. Instructional text formatted/sized for easy reading .	(Y)	N	NA
16. Students easily operate program independently	(Y)	N	NA
17. Relevant computer capabilities used	(Y)	N	NA
18. Program reliable and student-proof..................	(Y)	N	NA
19. Adequate error trapping..............................	(Y)	N	NA
20. Easy escape from program provided	(Y)	N	NA
21. Record keeping/printouts of student progress	Y	(N)	NA
DOCUMENTATION			
22. Manuals available and user-friendly	(Y)	N	NA
23. Clear operating instructions and trouble shooting ...	(Y)	N	NA
24. Constant reference to documentation unnecessary	Y	(N)	NA
25. Table of Contents, Index, Glossary of Terms provided.	(Y)	N	NA

Practicum Software Evaluation Form

AUTHOR: **PFS: Software Publishing Co.**

TITLE: **The New Print Shop Companion**

TYPE: ___Academic Game   ___Drill and Practice
X Administrative   ___Simulation
___Test/Diagnostic   ___Tutorial
___Problem Solving   X Other - **Desk Top Publishing**

LEVEL: ___Preschool   ___K-3   ___4-6   X 6-8   X 9-12   X Adult

PURPOSE: ___Remediation   X Developmental   X Enrichment   ___Other

HARDWARE: Computer-IBM (Clone)   K Ram required - 256K   Color Y (N)

Number of Drives-2   Printer (Y) N   Other _______________

CONTENT			
1. Program has educational value	(Y)	N	NA
2. Grammar accurate and free of syntax errors	(Y)	N	NA
3. Sterotype-free (race, ethnic, sex, etc.)	(Y)	N	NA
4. Content adaptable to varied instructional strategies.	(Y)	N	NA
INSTRUCTIONAL QUALITY			
5. Purpose of the program well defined	(Y)	N	NA
6. Defined purpose achieved	(Y)	N	NA
7. Presentation of content clear and logical	(Y)	N	NA
8. Level of difficulty appropriate for target audience..	(Y)	N	NA
9. Sequence organized for selected developmental steps..	(Y)	N	NA
10. Graphics, color, sound appropriate for instruction ..	(Y)	N	NA
11. Student controls rate and sequence of presentation ..	Y	N	(NA)
12. Program self-paced and controls the sequence	Y	N	(NA)
13. Entry level prerequisites specified	Y	N	(NA)
14. Program user-friendly, easy-to-read, understand	(Y)	N	NA
TECHNICAL QUALITY			
15. Instructional text formatted/sized for easy reading .	(Y)	N	NA
16. Students easily operate program independently	(Y)	N	NA
17. Relevant computer capabilities used	(Y)	N	NA
18. Program reliable and student-proof..................	(Y)	N	NA
19. Adequate error trapping.............................	(Y)	N	NA
20. Easy escape from program provided	(Y)	N	NA
21. Record keeping/printouts of student progress	Y	(N)	NA
DOCUMENTATION			
22. Manuals available and user-friendly	(Y)	N	NA
23. Clear operating instructions and trouble shooting ...	(Y)	N	NA
24. Constant reference to documentation unnecessary	Y	(N)	NA
25. Table of Contents, Index, Glossary of Terms provided.	(Y)	N	NA

Practicum Software Evaluation Form

AUTHOR: **Award Maker**

TITLE: **Baudville**

TYPE: ___Academic Game ___Drill and Practice
X Administrative ___Simulation
___Test/Diagnostic ___Tutorial
___Problem Solving X Other - **Desk Top Publishing (Awards)**

LEVEL: ___Preschool ___K-3 ___4-6 X 6-8 X 9-12 X Adult

PURPOSE: ___Remediation X Developmental X Enrichment ___Other

HARDWARE: Computer-IBM (Clone) K Ram required - **256K** Color Y **(N)**

Number of Drives-2 Printer **(Y)** N Other ________________

CONTENT			
1. Program has educational value	(Y)	N	NA
2. Grammar accurate and free of syntax errors	(Y)	N	NA
3. Sterotype-free (race, ethnic, sex, etc.)	(Y)	N	NA
4. Content adaptable to varied instructional strategies.	(Y)	N	NA
INSTRUCTIONAL QUALITY			
5. Purpose of the program well defined	(Y)	N	NA
6. Defined purpose achieved	(Y)	N	NA
7. Presentation of content clear and logical	(Y)	N	NA
8. Level of difficulty appropriate for target audience..	(Y)	N	NA
9. Sequence organized for selected developmental steps..	(Y)	N	NA
10. Graphics, color, sound appropriate for instruction ..	(Y)	N	NA
11. Student controls rate and sequence of presentation ..	Y	N	(NA)
12. Program self-paced and controls the sequence	Y	N	(NA)
13. Entry level prerequisites specified	Y	N	(NA)
14. Program user-friendly, easy-to-read, understand	(Y)	N	NA
TECHNICAL QUALITY			
15. Instructional text formatted/sized for easy reading .	(Y)	N	NA
16. Students easily operate program independently	(Y)	N	NA
17. Relevant computer capabilities used	(Y)	N	NA
18. Program reliable and student-proof...................	(Y)	N	NA
19. Adequate error trapping...............................	(Y)	N	NA
20. Easy escape from program provided	(Y)	N	NA
21. Record keeping/printouts of student progress	Y	(N)	NA
DOCUMENTATION			
22. Manuals available and user-friendly	(Y)	N	NA
23. Clear operating instructions and trouble shooting ...	(Y)	N	NA
24. Constant reference to documentation unnecessary	Y	(N)	NA
25. Table of Contents, Index, Glossary of Terms provided.	(Y)	N	NA

Appendix L

ILAP Computer Writing Program Holistic Scoring Composite Analysis

Appendix L

ILAP COMPUTER WRITING PROGRAM HOLISTIC SCORING

Composite Analysis

Essay	Avg Score	Percent of Change
Pre-Hand Written (Trans)	2.1	----
Pre-Computer Written (Typed)	2.6	----
Post-Hand Written (Trans)	2.9	* 26.44
Post-Computer Written (Typed)	3.9	+ 33.19

* – Post-Hand Written Essays (Trans), reflected a 26.44 percent increase over Pre-Hand Written (Trans).

+ – Post-Computer Written Essays (Typed), reflected a 33.19 percent increase over Pre-Computer Written (Typed).

ILAP COMPUTER WRITING PROGRAM HOLISTIC SCORING

Pre-Hand Written (Transcribed)

	- - - - - - - - Holistic Scoring Catagories - - - - - - - - -						
Student	1	2	3	4	5	6	Avg
1	2	1	2	2	3	3	2.2
2	4	3	3	4	3	2	3.2
3	1	1	1	3	3	2	1.8
4	2	1	1	3	3	2	2.0
5	1	1	1	3	4	1	1.8
6	4	2	3	4	4	2	3.2
7	2	1	2	2	2	1	1.7
8	2	1	1	2	2	2	1.7
9	2	1	2	3	3	2	2.2
10	2	3	3	3	3	1	2.5
11	2	1	2	2	2	2	1.8
12	1	1	2	2	2	1	1.5
13	1	2	2	3	2	2	2.0
14	3	3	3	3	3	2	2.8
15	2	2	2	3	2	1	2.0
16	1	2	2	2	2	1	1.7
Avg							2.1

1 = Clear Introduction
2 = Information Presented Clearly
3 = Information Well Organized
4 = Details and/or Description Used
5 = Facts Presented Accurately
6 = Concluding Statement

ILAP COMPUTER WRITING PROGRAM HOLISTIC SCORING

Pre-Computer Written (Typed)

	-------- Holistic Scoring Catagories ---------						
Student	1	2	3	4	5	6	Avg
1	3	3	3	3	3	3	3.0
2	4	3	3	4	3	2	3.2
3	3	2	3	3	3	3	2.8
4	2	2	2	3	3	2	2.3
5	2	2	2	3	4	3	2.7
6	4	2	3	4	4	2	3.2
7	3	2	3	3	3	2	2.7
8	2	2	2	2	2	2	2.0
9	3	3	3	3	3	2	2.8
10	3	3	3	3	3	2	2.8
11	2	1	2	3	2	2	2.0
12	2	2	2	3	3	2	2.3
13	2	2	2	3	3	2	2.3
14	4	4	4	4	4	3	3.8
15	3	2	2	3	3	2	2.5
16	1	2	2	3	3	2	2.2
Avg							2.7

1 = Clear Introduction
2 = Information Presented Clearly
3 = Information Well Organized
4 = Details and/or Description Used
5 = Facts Presented Accurately
6 = Concluding Statement

ILAP COMPUTER WRITING PROGRAM HOLISTIC SCORING

Post-Hand Written (Transcribed)

	- - - - - - - - Holistic Scoring Catagories - - - - - - - - -						
Student	1	2	3	4	5	6	Avg
1	4	2	3	3	3	3	3.0
2	2	2	2	3	3	3	2.5
3	2	2	2	4	3	3	2.7
4	3	2	3	4	3	3	3.0
5	3	2	2	3	3	2	2.5
6	3	3	3	4	3	3	3.2
7	2	2	2	3	3	1	2.2
8	3	2	2	2	3	3	2.5
9	2	2	2	3	3	2	2.3
10	3	3	3	3	3	3	3.0
11							
12	1	2	2	2	3	1	1.8
13	1	2	2	3	3	2	2.2
14	5	5	4	5	3	4	4.3
15	5	4	4	5	3	2	3.8
16	5	5	4	5	3	4	4.3
Avg							2.9

1 = Clear Introduction
2 = Information Presented Clearly
3 = Information Well Organized
4 = Details and/or Description Used
5 = Facts Presented Accurately
6 = Concluding Statement

ILAP COMPUTER WRITING PROGRAM HOLISTIC SCORING

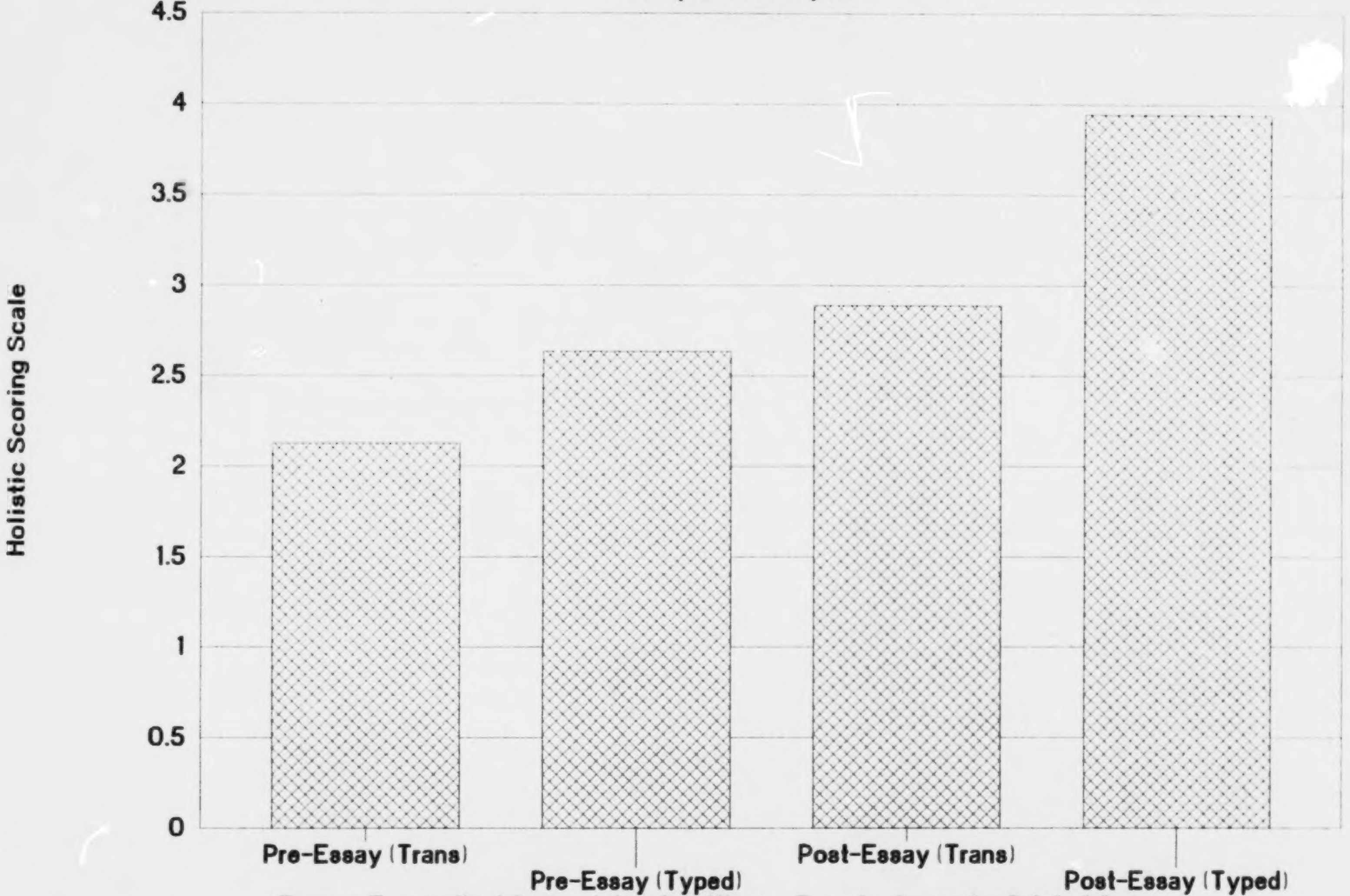
Post-Computer Written (Typed)

	--------- Holistic Scoring Catagories	---------					
Student	1	2	3	4	5	6	Avg
1	4	4	4	5	4	4	4.2
2	4	4	5	5	4	4	4.3
3	4	4	5	5	4	4	4.3
4	5	3	4	5	4	4	4.2
5	4	4	5	4	4	2	3.8
6	5	5	4	5	4	4	4.5
7	3	3	3	3	4	1	2.8
8	4	4	4	4	4	3	3.8
9	3	3	3	3	4	2	3.0
10	4	4	4	5	4	4	4.2
11							
12	1	3	3	4	4	1	2.7
13	1	4	4	4	4	4	3.5
14	5	5	5	6	4	5	5.0
15	5	5	5	5	4	3	4.5
16	5	5	4	5	3	4	4.3
Avg							3.9

1 = Clear Introduction
2 = Information Presented Clearly
3 = Information Well Organized
4 = Details and/or Description Used
5 = Facts Presented Accurately
6 = Concluding Statement

ILAP COMPUTER WRITING PROGRAM HOLISTIC SCORING

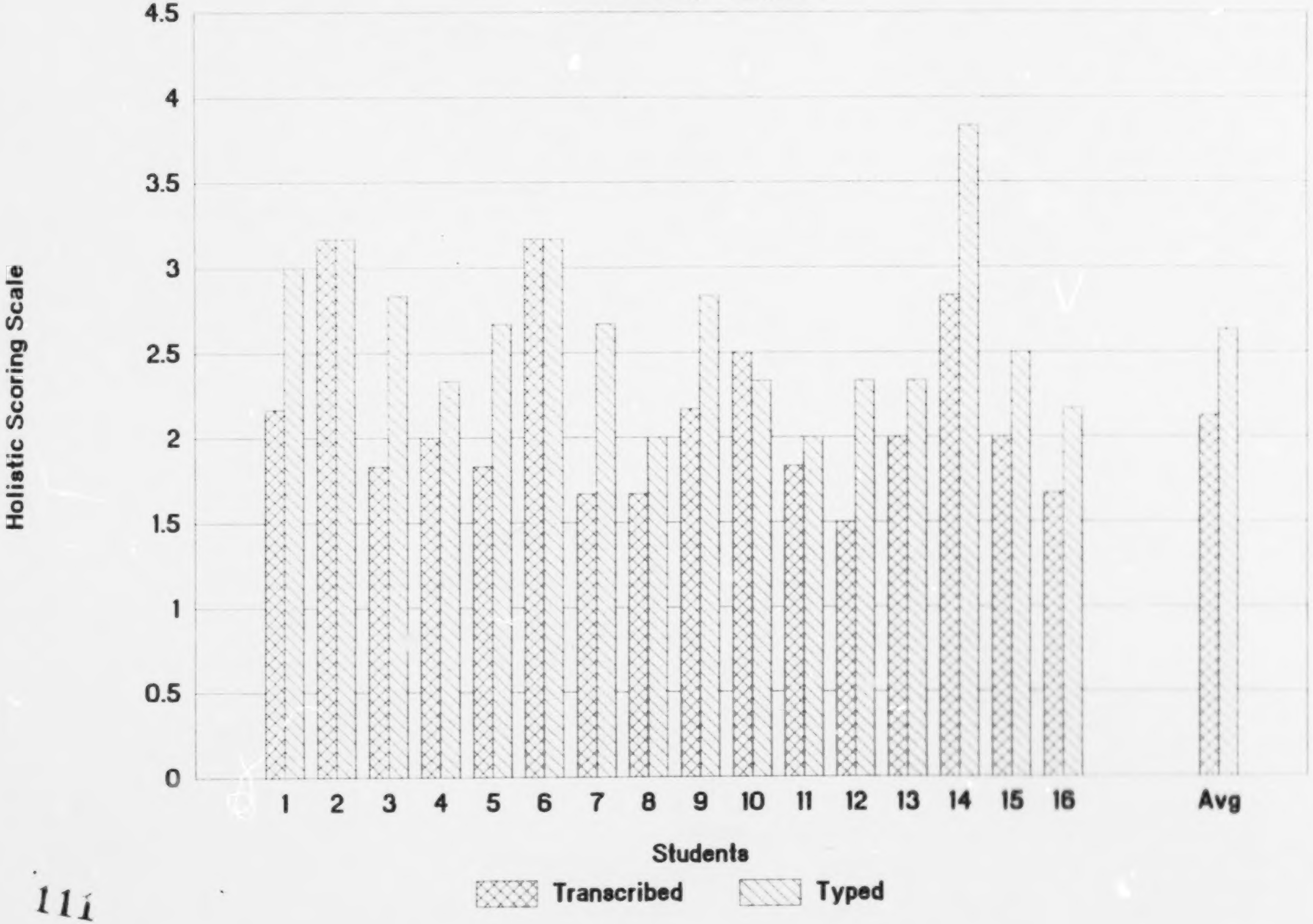
Composite Analysis



Trans = Transcribed Copy of (hand written) Typed = Computer Printed Copy

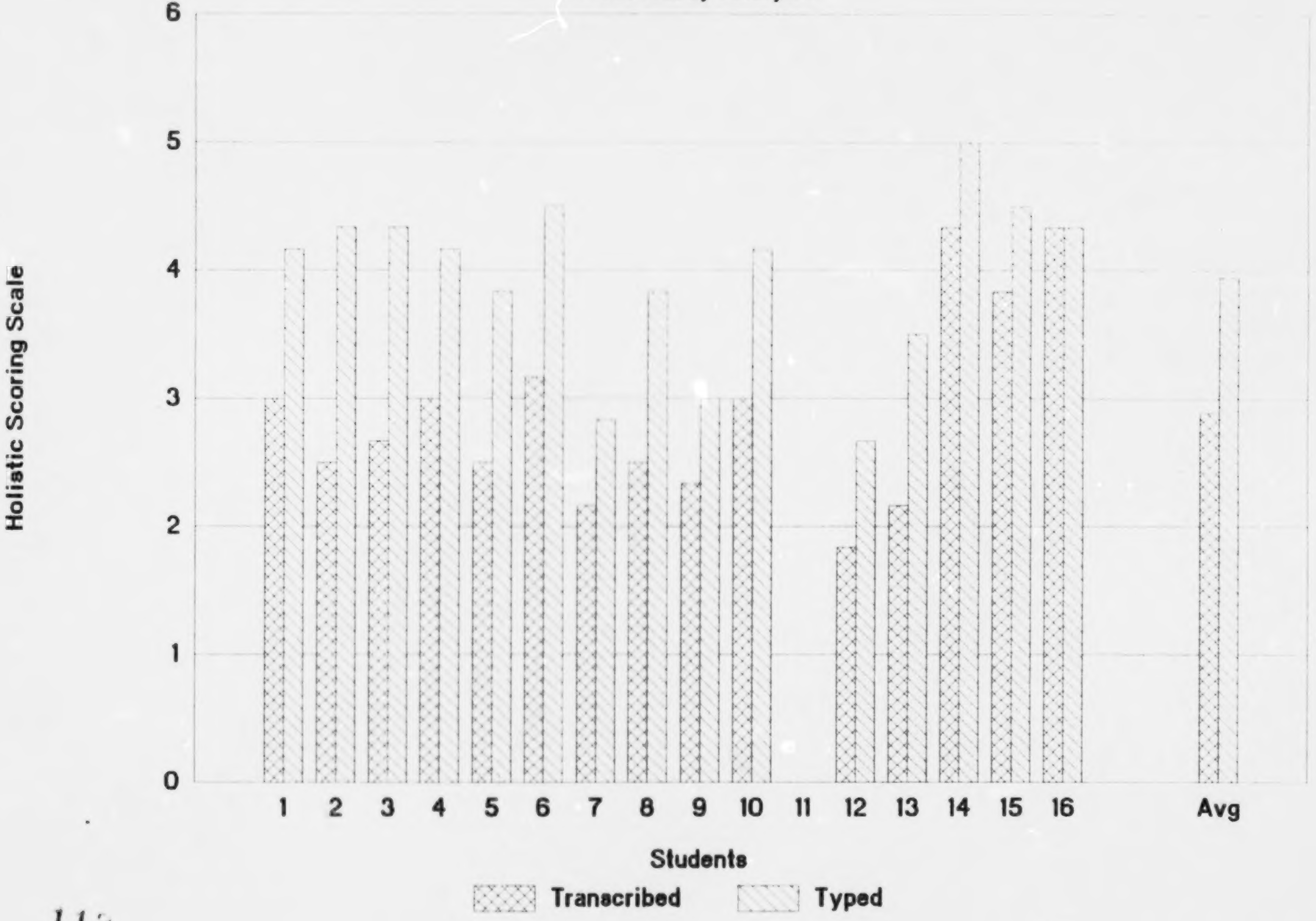
ILAP COMPUTER WRITING PROGRAM HOLISTIC SCORING

Pre-Essay Analysis



ILAP COMPUTER WRITING PROGRAM HOLISTIC SCORING

Post-Essay Analysis



Appendix M

ILAP Assignment Tracking Sheet

Appendix M

ILAP ASSIGNMENT TRACKING SHEET: Computer Writing

Student		1	2	3	4	5	6	7	8
1		X	X	X	X	X	X	X	X
2		X	X	X	X	X	X	X	X
3		X	X	X	X	X	X	X	X
4		X	X	X	X	X	X	X	X
5		X	X	X	X	X	X	X	X
6		X	X	X	X	X	X	X	X
7		X	X	X	X	X	X	X	X
8		X	X	X	X	X	X	X	X
9		X	X	X	X	X	X	X	X
10		X	X	X	X	X	X	X	X
11		X	X	X	X	X	X	---	---
12		X	X	X	X	X	X	X	X
13		X	X	X	X	X	X	X	X
14		X	X	X	X	X	X	X	X
15		X	X	X	X	X	X	X	X
16		X	X	X	X	X	X	X	X
		16	16	16	16	16	16	15	15

Data:

Total Number of Students Completing 100% (8 Essays): 15

Total Number of Students Completing 70% (6 Essays): 1

Key: X = Completed Assignment

Appendix N

Critical Thinking and Self-Reflection Checklist

Appendix N

Critical Thinking and Self-Reflection Checklist

The Gem Practicum Internship

John Barell - (Adapted)

Using a scale of 1 to 5, rate your work setting according to the following items:
5=Very Often 4=Often 3=Sometimes 2=Seldom 1=Rarely

CLASSROOM

1. When students pose unusual or divergent questions, I ask, "What made you think of that?"	5	4	(3)	2	1
2. Information in the text is challenged.	5	4	(3)	2	1
3. When a decision has to be made between involving the class discussion of an intriguing student idea (topic related) or moving on to "cover" content, I choose the former.	5	(4)	3	2	1
4. I encourage participants to seek alternative answers.	(5)	4	3	2	1
5. The target group receives positive reinforcement for initiating questions.	(5)	4	3	2	1
6. Problems are used as a means for the target group to generate their own questions (or problems), which we then seriously consider.	5	(4)	3	2	1
7. Teaching and learning occur without teacher talk.	(5)	4	3	2	1
8. Most questions posed during class can be answered with short or one-word answers.	5	4	(3)	2	1
9. Students spontaneously engage in critiquing each other's thinking.	(5)	4	3	2	1

10. Students are encouraged to relate subject matter to experiences in other subjects or to their personal lives. (5) 4 3 2 1

11. I stress how to think, not what to think. (5) 4 3 2 1

12. Students often set objectives for their own learning 5 (4) 3 2 1

13. Students spend time working collaboratively to solve subject matter questions. 5 (4) 3 2 1

14. One focus in my implementation is trying to help others understand how and why people (mentioned in texts) created ideas, solutions, experiments, rules, principles, and so on. 5 4 (3) 2 1

15. Students actively listen to each other. (5) 4 3 2 1

16. I facilitate collaborative instructional problem solving. (5) 4 3 2 1

Appendix O

ILAP Computer Writing Assignments

Appendix O

ILAP Computer Writing Assignments

1. How to Avoid Drugs

2. My Hobby

3. Describe My Favorite Place

4. My ___________ (Pet, Best Friend, etc.)

5. What I Do Besides School

* 6. My Teacher

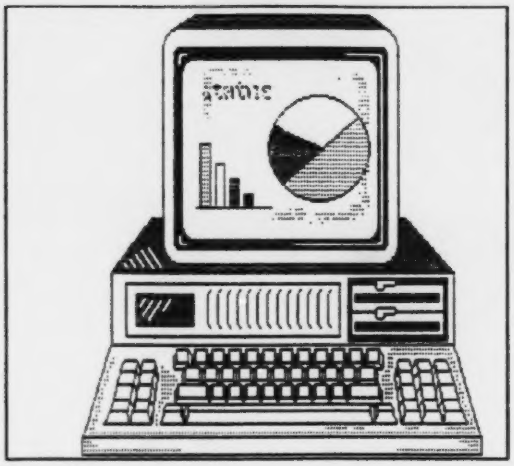
7. Letter to the State Commissioner of Education

8. What Will the World Be Like Ten Years From Now

---

* This assignment utilized question sheet completed by the participating teachers (Attachment E:116). The target students developed all the questions. The questions were left in the original wording and order as recorded during the weekly brainstorming session.

Attachments



ILAP Students Use Computers

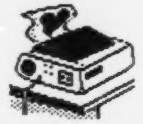
March 2, 1992 Vol 1.1

Tampa, Fl. - The seventh grade students in Mrs. C.......................'s ILAP classroom at ...., JHS will soon begin working with Mr. in the computer lab to improve their writing skills. Students will write assignments in English class, then type and print them using the computer and printer.

When the assignments are ready, the students will use the modem to "upload" them via the phone line to the bulletin board service (BBS) at ...., Jr. High for world wide distribution. Students will monitor the BBS daily for responses to their messages.

Each student will work with a variety of hardware and software including the word processor, printer, modem, DOS commands, and a selection of educational games.

To find out more about this project, please contact the school at (xxx) xxx-xxxx.



Extra, Extra...Read all About It

ILAP Students Use the Latest Technology to Improve Writing Skills

ILAP- (Intensive Learning Alternative Program) for at-risk students.

TAMPA, FL. - The students and teachers of the ...., Jr. High School ILAP computer Writing Program would like to cordially invite you to attend our "Open House" on Tuesday May 12, 1992 between 11:30 AM and 1 PM. During the open house students will demonstrate newly acquired writing and computer skills utilizing the personal computer, word processing software, modem, and printer. After students complete assignments their work is uploaded via the phone line to other young people their own ages throughout North America using a network of bulletin board services (BBS). In addition, on a weekly basis students share their writing assignments and responses from the (BBS) with the other members of the ILAP group.

According to Mr. ...., computer awareness teacher and Mrs. C.................. the ILAP teacher, the program has produced noticeable success in the areas of improved writing skills, time on task, listening skills, and self esteem. Our motto is "preparing today's students for tomorrow." Everyone is nvited to attend the open-house and share ur exciting ideas and numerous success stories. For more information call the school at xxx-xxxx.

Attachment C

Certificate
of
ILAP COMPUTER WRITING

Student's Name

This is to certify that the recipient has successfully completed the ILAP Computer Writing Program during the 1991-92 school year.

May 29, 1992

Attachment D

ILAP Computer Writing Program

Assignment Six: Teacher Questions

Please take a few moments to answer the following questions. Leave any question blank you feel uncomfortable answering.

Name ______________________________

1. Do you like teaching at this school? Why or why not?
   ____
2. How many years have you been teaching? ______________
   ____
3. What is your marital status? ______________
   ____
4. Do you have a family? ______________
5. What kind of a car do you have? Why did you get it?
   ____
6. Do you have pets? What are they? ______________
   ____
7. What subject(s) and level(s) do you teach? ______________
   ____
8. Why are you teaching this subject? ______________
   ____
9. What do you think about the general behavior of the kids in this school? ______________
   ____

10. What influence do you think you give kids to become better people? ______________________________

____

11. How is your family life? ______________________

____

12. What's your favorite food? ______________________

13. What person has influenced you most in your life?

____

14. Do you like computers? Why or why not? __________

____

15. What are your hobbies? ________________________

____

16. What kind of music do you like? ________________

____

17. What kind of movies do you like to watch? Name some.

____

18. Who influenced you to become a teacher? __________

____

19. What kind of books do you like? Name some. _______

____

20. Do you know how to swim? ______________________

21. Where did you attend college? ___________________

____

Thanks for answering these questions!

Attachment E

Critical Thinking and Technology Checklist

Each practicum advisor must submit this completed checklist with each 9-credit final report:

	This report:	y/n	Pg.#
1.	uses brainstorming and other discussion in problem solving.	- **Y** -	**25**
2.	mentions support, apply, comprehend, transform, and reform the every day curricula content.	- **Y** -	**32**
3.	presents the teacher/educator as a facilitator willing to recognize and value ambiguities in assisting others with acceptance finding through discussion.	- **N** -	
4.	show evidence of teaching for and about thinking.	- **Y** -	**43**
5.	demonstrates some creative and practical aspects of intellectual activity within schools.	- **Y** -	**47**
6.	uses at least one example of technology in its preparation.	- **Y** -	**24**

STUDENT'S NAME & SS#: **Stephen J. Zoni (SS# 121-38-7541)**

ADVISOR'S NAME: ______________________________